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DIGITALIZED LEARNING ACTIVITIES TO PROMOTE SPEAKING SKILLS

A MASTER'S THESIS

BY

ROSIE STOTT ALPASLAN

THE PROGRAM OF CURRICULUM AND INSTRUCTION
İHSAN DOĞRAMACI BILKENT UNIVERSITY
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To my baby

DIGITALIZED LEARNING ACTIVITIES TO PROMOTE SPEAKING SKILLS

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by

Rosie Stott Alpaslan

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Supervisee: Rosie Stott Alpaslan

May 2015

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

DIGITALIZED LEARNING ACTIVITIES TO PROMOTE SPEAKING SKILLS

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More importance is being given to developing English speaking skills as technological developments are making the world a smaller place. English has been defined as a global language and it is inevitable that English has become the second language that is predominantly studied in Turkey. However, the unwillingness of students to communicate in English presents many challenges to educators. Thus, the use of technology to facilitate out of class speaking opportunities could provide support in this area.

This is a quasi-experimental research study conducted over a period of four months, focusing on the development of young learners' willingness to communicate in English as a Foreign Language using digitalised learning activities created using PowerPoint. In addition, the use of digitalised learning activities completed at home hoped to improve in-class oral assessment scores with regards to grammatical structures.

The study consisted of an experimental group of 19 third grade students and a control group of 21 third grade students studying at a private primary school in Ankara, Turkey. Specifically this project has three research questions; How does the use of digitalized learning activities impact the students' use of target structures in their speaking assessments? Does children's willingness to communicate appear to change over the duration of the intervention? What was the parental feedback about the digitalized learning activities?

The results showed that the use of the digitalized learning activities were beneficial to the experimental group's oral assessment grades with regards to target grammatical structures. In addition the experimental groups' willingness to communicate improved by the end of the study.

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Key words: The willingness to communicate, English as a Foreign Language, speaking assessments, speaking skills, technology in education

ÖZET

KONUŞMA BECERİLERİNİ DESTEKLEME AMAÇLI ELEKTRONİK ÖĞRENME ETKİNLİKLERİ

Rosie Stott Alpaslan
Yüksek Lisans, Eğitim Programları ve Öğretim
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Mayıs 2015

Dünya teknolojik gelişmelerle giderek küçüldükçe İngilizce konuşma becerilerini geliştirmek daha da önem kazanmıştır. İngilizce küresel bir dil olarak tanımlanmıştır ve İngilizcenin Türkiye'de ağırlıklı olarak okutulan ikinci dil olması kaçınılmaz olmuştur.

Buna rağmen, öğrencilerin İngilizce iletişim kurmaktaki isteksizlikleri eğitmenlere birçok zorluk çıkartmaktadır. Bu nedenle, sınıf dışı konuşma fırsatlarının yaratılmasına yönelik teknoloji kullanımı bu alanda destek sağlayabilir.

Bu, Power Point ile yaratılan elektronik öğrenme etkinlikleri kullanılarak, genç öğrencilerin yabancı dil olarak İngilizce iletişim kurma konusundaki istekliliklerinin gelişimine odaklanan ve dört aylık bir zaman diliminde yürütülen yarı deneysel bir araştırma çalışmasıdır. Buna ek olarak, evde tamamlanan elektronik öğrenme

etkinlikerinin dilbilgisel yapı acısından sınıf içi sözel değerlendirme notları/puanlarını iyileştireceği umulmaktadır.

Bu çalışma, Ankara Türkiye'de özel bir okulda okuyan, içerisinde 19 adet 3.sınıf öğrencisi bulunan bir deney grubu ve 21 adet 3.sınıf öğrencisi bulunan bir kontrol grubundan oluşmaktadır. Bu projenin özellikle üç araştırma sorusu bulunmaktadır; Elektronik öğrenme etkinliklerinin kullanımı, sözel değerlendirme sırasında öğrencilerin hedef yapıları kullanmasını ne şekilde etkilemektedir? Girişim/Müdahale suresi boyunca çocukların iletişim kurma isteklilikleri artmakta mıdır? Elektronik öğrenme etkinlikleri hakkında ebeveyne ait geribildirimler nelerdir?

Sonuçlar, elektronik öğrenme etkinliklerinin kullanımının hedef dilbilgisel yapı acısından, deney grubunun sözel değerlendirme puanlarına katkısı olduğunu göstermiştir. Buna ek olarak, deney grubunun iletişim kurma istekliliği çalışmanın sonunda ilerleme kaydetmiştir.

Anahtar kelimeler: İletişim kurma istekliliği, yabancı dil olarak İngilizce, sözel(konuşma) değerlendirmeleri, sözel(konuşma) becerileri, eğitimde teknoloji.

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My special MA classmates, colleagues, Spice girls, best friends and soul sisters; Jayne Hutchings Aydın and Deniz Sümer, I could not have done this without you. The laughs we have had, the support and encouragement you have given me has helped me to keep going over the past three years to reach my goal, I hope I have done the same for you.

Last, but not least, my family in England and in Turkey, their unconditional love has made me the person I am, they have always supported me in whatever I do and this has helped me become a determined and ambitious woman who loves learning. My husband, Kaan, you have been my strength throughout this process and I have done all of this for you and our future family together. As I write this, our baby is moving and excited to meet you.

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CHAPTER 1: INTRODUCTION

Background

More importance is being given to developing L2 (second language) proficiency as technological developments are making the world a smaller place. English has been defined as a global language and it is inevitable that English has become the L2 that is predominantly studied in Turkey. The Ministry of Education in Turkey has put an increased emphasis on students learning English at a younger age. Speaking skills are of particular importance for Turkish children as being able to communicate in English is of great importance for their future careers. Turkey's economy is driven by exports and tourism and few foreigners have any competence in Turkish; competence in English is thus vital for the careers of many Turks. Speaking is however, one of the most demanding skills to teach and many Turkish students when they graduate can write in English but to communicate in real-life situations would be challenging. It is unfeasible that a language teacher could provide adequate speaking practice to each student in a class of 20;not only due to time limitations but due to the fact that speaking is just one of many skills that needs to be developed. Thus, the use of technology to facilitate out of class speaking opportunities could provide support in this area.

Much research has been conducted on technology and its benefits to speaking skills in second language acquisition (SLA) (BuenoAlastuey, 2011; Kırkgöz , 2011 & Nunan, 2010). However, these studies have focused on synchronous Computer-Mediated Communication (CMC) with adults. Synchronous communication has many limitations such as the teacher can only communicate with one student at a time (BuenoAlastuey, 2011). Providing asynchronous digitalized speaking opportunities using applications

such as PowerPoint for young learners would give researchers useful information about the development of speaking skills. Activities such as these could be implemented in the children's home and this would ensure these digitalized practice activities occur within a supervised environment. Research has also been conducted with regards to attitudes of using technology; students appear to have positive attitudes and enjoy learning using technology (Kırkgöz, 2011). As well as students enjoying the use of Computer Assisted Language Learning (CALL) another advantage of asynchronous communication is that students have the opportunity of doing the task in the comfort of their own home; students could feel more confident to speak and not feel as self-conscious compared to speaking in the classroom. This concept might be particularly beneficial to Turkish students as they tend to lack confidence in communicating orally in English.

The Turkish education system places a strong focus on exams and students invest their time preparing for exams answering problems in a quick and effective way. Although attempts in the EFL curriculum in Turkey have been made to implement a more communicative approach (T.C MilliEğitim Bakanlığı, 2013), in reality teaching is based on learning vocabulary and grammar (Uztosun, 2013). Uztosun (2013) conducted a qualitative study comparing teaching practices and teaching beliefs in a school in Turkey. The results showed that although teachers agree that language should be taught communicatively and the curriculum states that, the heavy workload and the pressure for students to well in exams, means that teachers give their attention to vocabulary and grammar. Uztosun (2013) states that the tests such as; the placement test (TEOG), foreign language test (YDS), and the foreign language proficiency examination for state employees (KPDS) do not test learners' communicative and oral skills but focus on

multiple-choice items that attempt to identify students' proficiency in reading, vocabulary and grammar. It seems that Turkish learners of English strive to do well in these examinations rather than developing productive skills, such as speaking. The strong focus placed on non-oral skills presents a problem with the speaking proficiency of students.

Even though the teaching focus in the Turkish EFL class is on reading, vocabulary and grammar, the English Proficiency Index Test examining adults worldwide on a standardised test including grammar, vocabulary, reading, and listening sections, showed that Turkey ranked 47 out of 63 countries worldwide and is classed as very low-proficiency (Education First, 2013). The preceding literature has shown that all aspects of English skills should be improved in Turkey (Uztosun, 2013 & Education First, 2013). This presents educators the challenge of improving oral proficiency of English learners whilst improving reading, grammar and vocabulary skills necessary for the standardised tests. The activities outlined in this thesis could assist with this challenge providing educators with tasks to be used outside the classroom focused on improving oral-competence without taking time away from the necessary tasks to be completed in the classroom.

The strong focus on exams results and high-stakes exams such as the ones mentioned means that from a young age Turkish students become reluctant to use the language due to fear of making mistakes; this contributes to an unwillingness to communicate.

Willingness to Communicate (WTC) is a concept developed by McCroskey and Baer (1985) on the earlier work of Burgoon (1976) and then applied to SLA by MacIntyre,

Clément, Dörnyei and Noels (1998).Studies show that students who are more willing to communicate in L2produce more authentic use of the language (MacIntyre, Clément, Dörnyei & Noels, 1998; Gregersen & MacIntyre, 2014). Coa (2012) found that learners with higher WTC were inclined to produce more complex language than the students with lower WTC. Therefore, developing a students' WTC is important during the implementation of English programs, especially with young learners. The lack of time for communicative activities designed to build confidence and ability in the classroom likely contributes to children's low levels of WTC. Low levels of WTC might also be the cause of students having an inadequate grasp of grammatical structures as students have insufficient practice time. Having activities for children to be completed at home in an environment they feel comfortable in as well as having the chance to rehearse speaking texts could improve their oral proficiency. Rehearsing and preparing for speaking activities gives students more time to produce accurate structures (Ellis, 2009). Using PowerPoint with video recordings of their teacher and the capacity to record their answers could give the children the extra practice they need at home to improve the use of the target structures focused on in the classroom of the particular unit being studied. This then could increase participation in the class as students could gain more confidence with their speaking skills. This digitalized approach would give students the chance to review their work, listen to their own voices and make necessary changes. It would also give the teacher evidence and a record of the student's development for assessment purposes. Students would also receive individualised attention from the teacher, which is not always possible in the class due to a large number of students. Parents would also have the opportunity to hear their children speak in English.

Parental involvement has a positive effect on students' learning (Christenson &Reschly, 2009). The teacher's presence on the PowerPoint homework, giving the instructions of the task could also support home environments in which support for English language learning would otherwise not be available. The teacher providing scaffolding for the student and opportunity for a variety of answers along with parental assistance supports the work of Vygotsky (1978), and the Zone of Proximal Development (ZPD).

Activities such as these digitalised learning activities (DLAs) could help all EFL teachers reach all their students and give the necessary individual practice they need in order to develop confidence in their ability to use English orally.

Problem

Speaking is perhaps the most demanding skill for the teacher to facilitate (Scott & Ytreberg, 1991); overcrowded classes, mixed-ability classes and students' unwillingness to communicate in English make this skill even more challenging for educators. The school in question has classes with over 20 students in each class, which provides many challenges for the teacher to assess students individually and there is insufficient time for students to practise their speaking skills. The lack of individual attention during class time means that students do not necessarily receive as much individual encouragement and attention as they need; this contributes to students lacking confidence when communicating in English.

The unwillingness to speak in English is one of the biggest obstacles for teachers of English as a Foreign Language (EFL) (Burgoon, 1976; Tatar, 2009; Li& Liu, 2011). Most children in the classroom at the school in question display a lack of WTC. While

they use English when prompted to provide and answer to a controlled exercise in class, their answers are brief and thus provide relatively little speaking practice opportunity. During group work, students communicate in L1(first language), therefore extra practice with the teacher is necessary to develop speaking skills. The students are also reluctant to use English with the teacher at break times, in the playground or outside of school; due to a lack of confidence, shyness, and poor speaking skills. The fact that most English teachers at the school understand Turkish, students feel they do not need to communicate in English with them. Thus, despite having eleven 40-minute periods of English a week (440 minutes), students do not have sufficient oral practice to develop their speaking abilities.

One of the elements of speaking, necessary for effective oral communication is being able to use target structures accurately. Students at OBİ often struggle producing the target language of the unit being studied because of the need for extra practice at home. Grammatical structures, although practised in the classroom are produced inaccurately. In addition, classes at OBİ are mixed-ability; some students are able to produce sentences in English without great effort, while others are only able to produce single words and still have problems with the retrieval with basic vocabulary appropriate for this level. The need for differentiated activities for the level of each student is necessary.

Asynchronous communicative activities designed to promote speaking skills at home have not previously been studied and whether or not this affects the students' oral skills in the classroom would be of great significance for English teachers in the school and in other schools not only in Turkey, it could inform practice. Although there has been

much research over the past decade in technology, it is predominantly with CMC (computer-mediated communication) and it is mostly used to focus on written communication or synchronous oral communication with adults. Literature is lacking or is non-existent with regards to the development of speaking skills of young learners with support from teachers and parents.

Purpose

The purpose of this quasi- experimental study is to explore whether DLAs as homework improve speaking skills of third graders in a private school in Turkey. This study primarily investigates the effectiveness of such activities in improving children's oral communicative competence. The speaking test scores of the experimental and the control group are compared. Assessments are made to see if digitized learning activities with teacher videos and recordings along with the function for students to record their voices, improve the students use of the target language of the unit being studied. In addition, the study investigates whether development of WTC is evident throughout the process of completion of the digitized learning activities as homework. Finally, this study describes parents' feedback regarding the implementation of the speaking homework.

Research questions

This study will address the following questions:

1. How does the use of digitalized learning activities impact the students' use of target structures in their speaking assessments?
2. Does children's WTC appear to change over the duration of the intervention?

   Sub-question
3. What was the parental feedback on the digitalized learning activities?

Significance

Due to the lack of research on the speaking development of children with DLAs as homework; the results of this study could be valuable to teachers, researchers, and curriculum developers of all foreign languages, not only English. Ways to improve speaking skills of students in a way that is personalized, using the technology available could be of interest to teachers who are involved with students of all ages and proficiency. In addition, if the results of this study are positive, a concept such as this could provide a way for parents to become aware of the speaking development of their child and provide extra support for children who do not have English-speaking parents.The collection and analysis of students' recordings, which are used in this study, could provide ideas about assessment for foreign language teachers in providing feedback to students, parents, the administration, and the ministry of education for reporting purposes. This study could be adapted to other skills such as the development of reading or writing to encourage students if proven successful. The results of this study will supply educators with information about whether or not to include digitalized speaking activities as part of the curriculum to improve students' oral skills.

Limitations

The first limitation of this study that the sample will be a convenience sample using one class, more students involved in the study and chosen at random could provide more valid results. The control group is also quite small for quasi- experimental research. The dropout rate of this study could be high due to logistical problems and the homework could be half completed. Despite potentially positive results, the recommendations from this study may not be acted upon by schools due to lack of confidence among teachers with technology.

Definition of key terms

Asynchronous: Communication occurring at different times.

CALL: Computer assisted language learning.

CMC: Computer-Mediated Technology. E-mail, texts, chat rooms.

DLA: Digitalised learning activities created using PowerPoint.

EFL: English as a Foreign Language.

L1: The learner's first language, native tongue.

L2: The learner's second language, the language being learnt.

PYP: Primary Years Program. The curriculum program implemented at the school studied.

SLA: Second Language Acquisition. The process of learning any language which is not the individuals' native-tongue (Ellis, 2012).

Synchronous: Communication occurring at the same time.

UWTC: The unwillingness to communicate.

WTC: Willingness to communicate. A concept developed by McCroskey and Baer (1985) on the earlier work of Burgoon (1976) and then applied to SLA by MacIntyre, Clément, Dörnyei & Noels (1998).

ZPD: The Zone of Proximal Development. According to Vygostky (1978)"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This study explores the use of digitalized speaking activities in the role of developing speaking skills of second language learning. This chapter starts with providing some background information on SLA. The review then looks at the WTC of individuals as well as obstacles of developing oral skills of second language learners. After that, the role of technology in language acquisition is reviewed. As this study provides the sample with speaking activities to be completed at home, this chapter finishes with investigating the literature surrounding the role of parents in education and homework.

Second language acquisition

In order to discuss SLA background, language acquisition should be covered first. Lightbrown and Spada (2006) provide a comprehensive introduction to language acquisition, they start by summarizing the work of Piaget (1941,1946) who is a key figure in the theories of language learning in children. He used naturalistic observation to observe how infants and children interact with adults and objects and suggested that cognitive development is a building block for language. Piaget's cognitive development can be easily related to the way a child uses language; physical interaction with the environment is the keystone of knowledge which is displayed through language (Lightbrown & Spada, 2006).With regards to this study Piaget's observations show that in order to improve the usage of language and communication of the participants, young learners' must interact actively.

Lightbrown and Spada (2006) then go on to mention another key author in language acquisition; the psychologist Lev Vygotsky. His work based on observations of children in the Soviet Union in the 1920s and 1930s is a vital tool to help educators understand how a child learns language. He concluded that language develops from social interaction in a supportive environment. Although the work of Vygotsky and Piaget are based on first language acquisition, some aspects can be used in the understanding of SLA. Vygotsky's ZPD (1978) is an important theory to consider for this study as it refers to children being able to advance to a high level of knowledge and performance in a supportive environment. The DLAs created for this study will give adult support and put the children in their ZPD. Vygotsky also mentions the importance of children having conversations with adults, which is also implemented in this study.

One theory which can also be related to SLA teaching, is the behaviourist perspective; this was popular in the 1940s and 1950s and a well-known supporter of this premise was Skinner (1957). Behaviourists hypothesize that the environment is a source of everything the child needs to learn. Children practise and imitate the sounds and patterns produced by those around them and with positive reinforcement sounds then turn into correct language (Lightbrown & Spada, 2006). The idea that children need examples of correct language can be used in this study by having the interlocutor produce enough samples of correct language as well as positive feedback.

One influential challenge to behaviourism is Noam Chomsky (1998). He argued that the environment makes a basic contribution to language acquisition and children do not have to be taught. He compares learning language with learning to walk and children are biologically programmed to learn and will do just as they do with other bodily

functions. Chomsky's ideas can be related to SLA; he concluded that children are born with an ability to discover for themselves the rules of language on the basis that the language they are exposed to is presented naturally (Lightbrown & Spada, 2006). Therefore; the language provided to the students in this study should be done in a natural way and the children should have a chance to figure out the grammatical rules for themselves.

Chomsky's work influenced Krashen (1982, 1985) to develop his models on SLA. Krashen's *input hypothesis* is particularly important for this study. This model, (as cited in Lightbrown & Spada, 2006) suggests that acquisition occurs when the level of language is a step in front of the level of the child. Therefore, when creating the activities for this study, grammatical forms should be a little more challenging for the students rather than less challenging. However, children who are exposed to a magnitude of language that is incomprehensible for them which results in an inability to acquire the language falls under Krashen's *Affective Filter Hypothesis*. A barrier is put up by the learner which can be a result of feeling anxious, bored, or tense and then the language, although appropriate for their level, is filtered out making it more challenging to acquire (Lightbrown & Spada, 2006).

Supporting the idea of Krashen, that comprehensible input is necessary for acquisition of language is the *Interaction Hypothesis* (Long, 1983, 1985, 1996). Long conducted a study of 16 native and non-native speakers' interactions with native speakers. He found that grammar complexity in both groups were similar in terms of linguistic ability, however conversation management and language functions showed important differences. Non-native speakers were much more likely to use strategies during

conversations such as; repetitions, conformation checks, comprehension checks or clarification requests (Mitchell & Myles, 2004). Therefore, modified interaction is necessary for second language learners; not only the strategies mentioned should be used in this study but also slower speech, gestures, and contextual clues, such as pictures and words on the speaking tasks.

Swain (1985,1995) challenges Krashen with her *Comprehensible Output Hypothesis*, which suggests that comprehensible input alone cannot ensure development of speaking skills and production using language through interactive activities and conversations are necessary. Speaking tasks compel students to test out how the target grammar works with the opportunity to receive feedback from the interlocutor (Mitchell & Myles, 2004). Swain (1985,1995) focused her studies in Canada with French immersion students, she explained that these students have much comprehensive input but still struggled with full sociolinguistic competence. She suggested that this might be due to learners having limited opportunity to talk in the classroom. Although these studies were conducted with immersion students and the context is different from this study, the problem remains the same; students in the provided context have insufficient practice in class to develop their linguistic competence. The reason is not only due to a large class size, a curriculum focused on writing and reading but also due to students' lack of confidence and hesitation to speak in another language.

The research in the preceding paragraphs show the importance of giving students more opportunity to talk, and *Comprehensible Input* alone is not responsible for development of speaking skills. Large class sizes and curriculum focus cannot easily be changed, however focusing on improving students' confidence when speaking in English could

help develop their linguistic competence. The next section will look at what linguistic and oral communicative competence means for this study.

Oral communicative competence

The oral communicative competence concept can be described as, grammar-focused theories of language which evaluate language as a system. It emphasises the learners and their use of language for communication. In EFL classrooms, the communicative approach resulted in the use communicational and interactive exercises (Louma, 2014, p.97).

Bygate (1987) also includes grammar as relevant knowledge for oral competence, as well as pronunciation and vocabulary. This study will focus on grammatical or target structures necessary for the students to complete the task and refers to this when oral communicative competence is mentioned.

Mackay (2006) suggests that children up to eight years old find it challenging to use language to talk about language. Meta-language the language used to describe grammar and discourse- can be used in children above this age. As the participants in this study are around eight years old, they are unaware of what meta-language to use, but when provided with a context and examples of how to use the grammatical structures they have the ability to do so. Most EFL (English as a Foreign Language) course books provide target structures that naturally are presented with the topics studied and taught implicitly. For example a unit about animals uses the target structure ‘can’ and ‘can’t’ for ability. This is the case for this study and target structures are presented in a communicative context, therefore the student should produce the structures by internalizing the embedded grammar structure.

Assessing oral competence

Assessing speaking is a challenging task (Grugeon, Dawes, Smith & Hubbard, 2012;Louma, 2004). Grugeon et al. (2012) suggest that other factors affect the child's speaking performance unrelated to oral competence such as: who the child is speaking to, what sort of task is involved, previous experience of the talk task, the child's fluency in a home language as well as English, the gender of the child and other group members. Therefore it is important to consider these factors when creating assessment frameworks and rating scales.

Many speaking rating scales have been developed in an attempt to assess speaking; however, few examination boards publish the rating scales due to scarcity of solid evidence about language learning, and the challenge of making them practical to use (Louma, 2004). EFL course books often provide speaking assessment scales according to the topics being studied and make it easier for the teacher to assess speaking. Louma (2004) suggests that the fewer number of levels on the rating scale the more consistent the decisions and results can be. For this research thesis, the course book scale was adapted with four levels as suggested in the literature (see appendix L). Important words were highlighted to exemplify levels of each performance. The statements provided were concrete yet practical and not too long, which are important aspects of creating a successful speaking scale (Louma, 2004).As the literature suggests speaking is difficult to assess and the rating scale should be simple and easy to use. Assessing too many aspects such as pronunciation, fluency, accuracy, vocabulary and target structures would be too overwhelming for the assessor and could result in unreliable results. Therefore, the researcher developed a simple rating scale focusing on one aspect of speaking- target structures.

Another factor influencing the language produced by a child is their level of WTC, which is reviewed in the next section.

The willingness to communicate

One of the major problems with teaching speaking as a foreign language is that in order to do so learners must speak; students can avoid communication due shyness or lack of confidence. Much research in the past 30 years has been conducted about the willingness to communicate (WTC) or unwillingness to communicate (UnWTC) and the challenges it presents when learning a foreign language (Horwitz, E. K., Horwitz, M., & Cope, 1986; MacIntyre, Clément, Dörnyei, & Noels, 1998;McCroskey& Baer,1985;Peng, & Woodrow, 2010;Tok, 2009; &Yashima,2002). The concept of WTC was developed by McCroskey and Baer (1985) for L1 on the earlier work of Burgoon (1979); it was then applied to L2 (second language) by Macintyre, Clément, Dörnyei and Noels (1998).The unwillingness can take such forms as; apprehension, low self-esteem, lack of communicative competence, alienation, anomie and introversion (Burgoon, 1978).

The willingness to communicate model

Before reviewing some of the literature on WTC and UnWTC it is important to provide a clear picture of what WTC is. MacIntyre et al. (1998) created a Model of Variables Influencing Willingness to Communicate which can be seen in Figure 1.

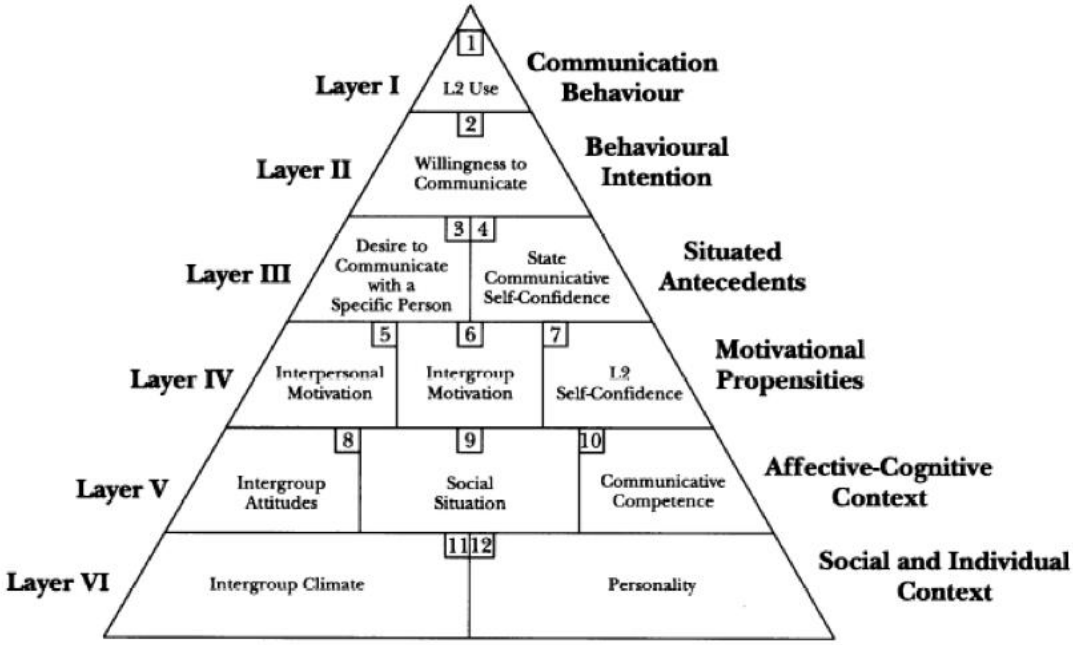

Figure 1. Heuristic model of variables influencing WTC (MacIntyre et al, 1998, p.547).

MacIntyre et al. (1998) conceptualised a six-layer pyramid representing situation-specific influences of WTC at a given moment in time. Figure 1 shows the array of prospective influencing factors on WTC in L2. The variables are on a continuum, level six displays stable variables at the bottom of the pyramid; *intergroup climate* and *personality* which exist before the learner does (Gregersen and MacIntyre, 2014). Levels four and five are the foundations of the sixth level. Each level is divided into bricks. The bricks represent different aspects of influencing factors of WTC.

Level five relates to influences and motivational force (Gregersen & MacIntyre, 2014) found in the stress of the learner's yearning to communicate in the target language and the anxiety of what could happen if they do so (MacIntyre, 2007). Brick ten, *communicative competence* is particular important for this study as the proficiency of students L2 has a significant effect on students' WTC (MacIntyre et al., 1998). This

brick includes the ability to communicate with accurate grammatical structures; this aspect of WTC is a focal point of this study, it referred to as; *communication discourse and competence*. In order for students in this study to build from no response to answering questions with full sentences and additional details, students must have the *self-confidence* (brick seven) and the belief that they can answer the questions. If language anxiety or discomfort is experienced, students provide shorter answers or do not respond. Communicative competence helps determine L2 self-confidence (MacIntyre et al., 1998). During this study, *self-confidence* blended with *communicative competence* will be referred to as *extension.*

Levels one, two and three are built upon the previous levels and focus on the present. Brick three is the variable; *the desire to communicate with a specific person.* This is another important factor for this study as MacIntyre et al. (2011) suggest a person with unique attributes and a shared history would make a more attractive communicative partner. This highlights the importance of using a teacher the students know in the DLAs. Brick four; *state communicative self-confidence* blends prior language learning with motivation and anxieties at a particular moment in time (MacIntyre et al, 2011). When all the variables in the pyramid connect positively the likelihood of the *willingness to communicate* (brick two) and L2 *use* (brick one) is higher. The *willingness to communicate* block is built up of all the other levels in the pyramid and in order for students to respond, the other levels need to be taken into consideration. Therefore, this brick can relate to response as this block is defined as the readiness to communicate in L2 discourse at a particular time with a specific person (MacIntyre et al., 1998). In a classroom environment, students raising their hand to give an answer shows WTC, even if the student is not chosen by the teacher to give the answer. During

the DLAs a student attempting to respond, measured by hesitation can mirror the classroom environment of them raising their hand and willing to give an answer. For this study this aspect will be referred to as *response* in the WTC rubric (see appendix F). When creating instruments for this study it is important to consider the heuristic model developed by these researchers and include certain variables from the pyramid in the data collection instruments.

Research on WTC and UnWTC

Reviewing some of the literature on WTC can help explain the problem at hand further. Recent research on WTC has been predominantly done in East Asia (Fu & Wang, 2012;Peng& Woodrow, 2010;Yashima, 2002; Yu, 2001),the UWTC seems a major obstacle in teaching speaking in Chinese and Japanese contexts. Elsewhere, in Canada, studies were conducted (Macintyre, Burns & Jessome, 2011; Macintyre, Clément, Dörnyei & Noels,1998; Donovan &Macintyre, 2005) these were based on French immersion students. However, most of these studies were conducted with the same researcher involved: Macintyre. The topic of WTC could be made richer with a variety of researchers involved in the studies. In Turkey research on WTC is limited (Cetinkaya, 2005; Tok, 2009); however learners lacking confidence to communicate in English is considered a major problem in Turkey according to Tok (2009) who provides an overview of the status of English language in Turkey.

Tok (2009) conducted survey research in Turkey with 139 first year, non-English major, university students. The Unwillingness to Communicate Scale developed by Burgoon (1976) and the Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz and Cope (1986) which were tested for reliability were completed by students

at the beginning of the semester. The scales were translated into Turkish; there were 66 items accompanied by a 5-point response scale ranging from strongly disagree to strongly agree. Although the instrument was translated into the sample's native language, 66 items could have been overwhelming for the students and the magnitude of the questions could have made unreliable results. Tok found that; learners who fear being negatively evaluated tend to be more apprehensive in speaking, half of the students felt anxious in English class, and students who perceive their English to be 'poor' are less willing to communicate than students who perceive their English as 'good'.

Cetinkaya's (2005) study used quantitative and qualitative research methods to find out whether 365 college students in İzmir were willing to communicate in English when they had the opportunity to do so and whether the WTC model developed by MacIntyre et al (1998) explains the relations among social-psychological, linguistic and communication variables. The results indicated that the students were more willing to communicate in English with people they know than with strangers, and preferred small groups rather than communicating in large groups. However when analysed qualitatively in the interviews, it was revealed that participants were not willing to communicate in English with their Turkish classmates or Turkish instructors, as speaking English with someone who speaks Turkish is unnatural and "absurd". Cetinkaya (2005) suggested that the students want to use English not for purposes of practice but for real life communications. Interestingly the participants agreed that the school's emphasis on grammar and reading- as also suggested by Uztosun (2013)- was received negatively and chances to listen and speak in English at the school were minimal. The problems highlighted in Cetinkaya's (2005) study, although have arisen

from college students can also be related to this study. Using an interlocutor in this study who students only associate with the English language, rather than a figure the students also associate with their native language may increase students' willingness to engage in oral exercises in English

A qualitative study focusing on French immersion students in Canada (Macintyre, Burns &Jessome, 2011) looked at the ambivalence about communicating in a second language. The study used the focus essay technique on 100 junior high students; students kept diaries about times when they were most and least willing to communicate in French. Results revealed complex interrelations among linguistic development, L2 self-development and the non-linguistic issues that typically face adolescents. Similar to Tok's study (2009) perceived competence and was a major issue; additionally correcting errors was a concern. A general theme was that they were unwilling to speak during presentations and felt anxious; they also did not welcome error correction during recess and talking with friends. For the current study, this shows the importance of the teacher being careful of which errors to correct and if they are corrected doing it in a sensitive way. The study also shows the importance of having a safe and comfortable environment for the children to complete the digitalized speaking activities. However, this study was conducted with French-speaking older students therefore generalizations cannot be made for all disciplines and age levels.

Supporting the common theme of confidence is Yashima's quantitative study (2002) which surveyed 297 Japanese university students. Students who felt more confident communicating in L2 had higher levels of WTC. Contrasting to Tok's (2009) study proficiency did not significantly affect WTC. International posture directly influenced

WTC; meaning the students' desire to connect with the world outside Japan. In this case nationality and culture should be considered before accepting these results, as the current study will be done with Turkish students and perhaps the international posture of Japanese students is different to Turkish students.

Supporting Tok's (2009) findings, a qualitative study investigating complexity of language and WTC ratio used observations as a data collection method (Coa, 2012); six university students in New Zealand were observed and had oral tests for three weeks. Disagreeing with Yashima's study (2002) the results showed a positive correlation between WTC and complexity of oral language, in addition the study concluded that there were no clear correlations between WTC and length of turn in class interactions. A limitation of this study is that the sample of six were volunteers and that in itself shows higher levels of WTC to start the study with; perhaps using a cluster sample and having individuals with a range of levels of WTC would provide more valid results. The study concludes that three weeks provided insufficient data and a limited perspective of WTC was provided.

The preceding literature concludes that WTC is an important aspect of an individual's oral language complexity, use and frequency. However, the research on WTC is predominantly done in contexts such as Japan and China; more studies done in Turkey would enrich the literature as Turkey's exam-based curriculum can prevent students willing to make mistakes and explore the English language freely. Research on WTC in Turkey is limited, however, research on WTC with young learners is practically non-existent; therefore, further inquiry with young learners in Turkey in necessary. Perhaps

technology could be the answer to encourage higher levels of WTC of young learners in Turkey.

Technology in language education

In previous years, the lack of technology in the classrooms was recognised by Kızıldağ (2009) as an obstacle to providing an authentic and communicative teaching philosophy for EFL in Turkey. It is clear that the Ministry of Education has recognised the importance of technology as three billion Turkish Lira has been invested in state schools in Turkey from the Fatih Project; most schools now have computers, lap tops or tablets (Milli Eğitim Bakanlığı, 2012). This is an important step for Turkey in providing infrastructural support through technology in Turkish primary schools.

Technology in language learning classrooms has three major roles; to provide content and an instructional tool, as a learning management tool, and as a communication tool (Nunan, 2010). All three roles of technology described are used in this study. The use of technology has played a part in EFL pedagogy for many years. Starting with audio-lingualism in the 1960's and 1970's where language labs provided drill-based language practice,(Richards & Rodgers, 2001). English course books often include DVD, CDs, interactive whiteboard activities, and now online additional activities for support language learning. Over the past decade the increased use of CALL (computer assisted language learning), blended learning, and CMC has inspired an array of studies for EFL. Large classes, shyness of students, fear of being negatively graded provide many obstacles to improve students' oral skills during class time. CMC seems to offer an opportunity in a motivating, reasonably threat-free environment; however, the argument is whether or not it supports oral skills and not only written skills (Tanian& James, 2002). Tanian and James (2002) identify that due to more online asynchronous learning

courses students are not communicating in real-time, and oral communication skills are lacking in modern-day education. Tanian and James' research paper (2002) provides a desired future scenario for incorporation of oral communication skills into an ideal online learning environment.

Many studies have concentrated on using technology for synchronous interactions, were tasks are completed in real time, all people must be present. The advantages are that students can be more motivated to communicate; synchronous communication provides structure and immediate feedback (Mason, 1991). However, if the teacher would like to control the tasks this type of interaction presents the same challenges as the classroom where the students can only talk to one teacher one by one. In addition, research is limited with children as it is difficult to provide a safe environment using synchronous interactions. Asynchronous communication offers greater flexibility, allowing students to access information anytime-anyplace. Asynchronous delivery provides time for students to reflect (Tanian & James, 2002) an important aspect of the PYP (Primary Years Program) curriculum which is implemented at the school studied. As each interaction is with the teacher it gives the teacher opportunity to assess each student individually as well as providing accurate examples of language for the students. The use of asynchronous interactions also provides a safer environment for children as parents would know exactly who their child in speaking to. Perhaps asynchronous is the answer to providing a safe environment for children to practice oral skills outside of the class; however research is limited with children, further inquiry, such as this study, would provide primary school EFL teachers with ideas on how to implement this.

In Turkey, Kırkgöz (2011) conducted a mixed-methods study with 28 first-year student-teachers to find out the impact of video-speaking tasks as homework on in-class task-based instruction. Student-teachers video recorded themselves during their speaking homework and then reflected and evaluated their recordings. The results showed a significant improvement on pronunciation, vocabulary, fluency and accuracy, and reducing anxiety. The students also had positive attitudes about using the videos at home to improve speaking skills. To improve the validity of these results perhaps a control group could have been used in order to determine whether or not the improvement in language was an effect of the video recordings or if the language just developed over time.

Although this was not investigated in this thesis perhaps having the opportunity to rehearse, reflect and rerecord if necessary helps them improve too which is also consistent with other studies (Ellis, 2009). Asynchronous communication gives learners the opportunity to rehearse, rerecord and reflect. Ellis (2009) reviewed studies that have investigated the effects on three types of planning; rehearsal, pre-task planning and within task planning. Firstly he looked at three studies (Bygate 1996, 2001; Gass, Mackey, Fernandez & Alvarez-Torres, 1999) focusing on rehearsing for a task; can repeating a task have any effect on performance of the same task? All three studies showed that rehearsing a task benefited performance of the same task, and task repetition improved fluency and complexity of language. However, the studies (Bygate 1996, 2001 & Gass et al. 1999) found that rehearsing a task did not help with a new task, which could mean that task repetition may not have measurable impact on language acquisition (Ellis, 2009). On the other hand, these studies (Bygate 1996, 2001 & Gass et al. 1999) do not clarify if students received feedback to improve on the task.

Perhaps giving students sufficient feedback could help them be more successful on a new task. Pre-task planning provides an array on results depending on context and guidance of pre-task planning. Ortega (1999) found that his sample of 64 Spanish students produced more accurate and fluent language when given time to plan. Whereas, Wigglesworth's (2001) quantitative study of 400 ESL learners found that the familiar task was easier when there was no planning and planning by the student had an adverse effect on performance; this study was done in an exam context, therefore context plays a part with pre-task planning. Within-task planning may benefit accuracy and complexity (Ellis, 2009). Using asynchronous technology as homework enables students to do all three types of planning which from Ellis's comprehensive review of literature generally has a positive impact on L2 production. However, all the studies Ellis (2009) summarized were with teenagers or adults, again limited research is seen with the impact of planning on oral language production with children. Further research is needed with young learners.

This generation of youths have been described as 'digital natives' having been born into an environment that is ubiquitous with digital media (Bittman, Rutherford, Brown and Unsworth, 2011). A longitudinal study (Bittman et al., 2011) conducted in Australia with children up to eight years old shows some important results for this thesis. The study analysed data from the Longitudinal Study of Australian Children (LSAC) to study the development of vocabulary and traditional literacy in young children. The analysis showed a positive relationship between time devoted to computer use (not games) between the ages of four and eight and improved literacy, as measured by the Literature Attitude Rating Scale. However, parental roles are necessary in framing media use. The results show that as long as there is a stimulating home environment

combined with interactive demonstration of vocabulary and most importantly a supportive parental context for the use of media, especially for television then media may not be harmful to learning. This study highlights the importance of the role of the teacher, in providing appropriate material as well as the role of the parent in controlling the frequency and explanation of media.

Parental involvement

A fundamental contributor to children's school success is the involvement of the parent. During childhood, children typically spend more time with family; during this time around 75% of children's time is spent at home (Christenson & Reschly, 2001). One way for parents to be involved in a child's learning is to be involved in the child's homework. Hoover-Dempsey (2001) and colleagues have reviewed literature regarding parental involvement in homework and conclude that if parents have optimistic attitudes towards homework, children are likely to develop positive attitudes towards homework and learning in general. When parents communicate positive beliefs to their child about competence, children are more likely to see themselves as more able and when parents are knowledgeable of the homework task, children are more likely to have positive perceptions of the difficulty level (Hoover-Dempseyet al., 2001). For the current study, this highlights the importance of informing parents about the homework and stressing the significance of support at home. It also suggests that parental involvement in this homework is likely to be a positive factor of this study design. One implication for the study at question is that parents' English will be at different levels and support will vary from child to child; however, the digitalized speaking activities will be created in a way to support the parents who do have limited English and instructions will be provided in Turkish.

Saracho's(2008) case study highlights the impact of parental involvement on literacy. This study was conducted with 25 fathers and their 5-year old children and their five kindergarten teachers. An intervention took place where fathers agreed to attend a three-hour literacy workshop twice a week for a five-month period. The workshop taught fathers different reading strategies which they could use with their children. The results showed that a bond was built between the father and child and the fathers played a significant role in helping children learn that reading is for enjoyment and it is fun. Although generalization cannot be made for the current study, as Saracho's case study involved a children's native language and focused on literacy as opposed to speaking, the case study demonstrates how a parent can contribute to a positive learning environment at home. Therefore, investigating parental feedback and level of involvement in this study would provide additional information to contributors of student success.

Conclusion

In this chapter, theories regarding first and second language acquisition were reviewed to give background on the overall topic. As one of the reasons of the research problem is that children display a lack of WTC, the literature surrounding this topic was reviewed. The role of technology could be a supportive tool to encourage students to speak in their homes, therefore, the benefits and drawbacks of technology were reviewed and well as the impact of planning and rehearsing tasks. Finally, parental involvement and homework was reviewed as much of the data collection of this study will be implemented at home. The limited availability of research on younger learners in Turkey is a common theme emerging from this literature review. The next chapter will discuss the methodology of the study.

CHAPTER 3: METHOD

Introduction

In this chapter, the methodology procedures of the study will be described. Firstly, the aims of the study are identified. Secondly, the research design is outlined, followed by the context and participants of the study. The chapter then goes on to explain the instrumentation and data collection method. Finally, the chapter identifies the method of data analysis.

This study investigated whether or not digitalized speaking activities completed at home encouraged students' willingness to communicate. The study explored whether completing the digitalized speaking activities improved oral test scores based on target language structures. Furthermore, the study collected feedback from parents about the implementation of the activities. This information could shed light on improving speaking skills of EFL students.

Research design

This study was quasi-experimental research as the groups were already formed and the setting is natural, but variables are isolated, controlled or manipulated (Cohen et al., 2007). During a period of four months the experimental group was given homework in the form of DLAs, the control group was given worksheet homework. Students were assessed orally in class to see if using the DLAs had an advantage over the worksheet homework in regards to target structures. The independent variable was the use of DLAs and the dependent variable was the individual's speaking skills specifically the use of target grammatical structures. During the process, the experimental group

recorded their answers on PowerPoint and the PowerPoints were checked to see if their WTC (willingness to communicate) developed over the duration of the study. Quasi-experiment methodology seems the best fit as the study examines two groups with manipulated variables to compare averages of students' oral assessments.

Context

The study took place at a primary school in the second semester of the 2013-2014 Academic Year. The school is a private school in the capital city of Turkey Ankara. The majority of students are Turkish nationals, although there are some international students, parents and staff. Classes are taught in Turkish, except English class. The school was accredited PYP status in 2013; therefore, the curriculum is based on a program of inquiry, the development of concepts, skills and attitudes, blended with the goals of the national curriculum. The primary school has four third grade classes each with around 20 students. Students have 11 English lessons, 40 minutes long a week taught as a foreign language. The classes in lower primary are mixed ability. Students are assessed formatively weekly with informal speaking assessments. They are orally assessed at the beginning and at the end of the school year as part of the summative assessments. Due to a strong exam focused system in Turkey, reading and writing are predominantly taught at the school.

Participants

From the four third grade classes two convenience sample classes of 19 third grade students and 21 third grade students were chosen (n=40). The participants were all Turkish students aged eight and nine. These classes were selected as the researcher taught these classes more frequently and the researcher is responsible for this class'

grades and speaking assessments. From the two classes the experimental and control were assigned randomly. There were 19 boys and 21 girls involved in the study.

The parents of the experimental group also took part in the study giving feedback at the beginning and end of the study. This procedure is explained in more detail in the instrumentation section.

Two third-grade teachers implemented the speaking assessments and cross-checked the scores for each student. Ten teachers from the English department of the school grades one-four also took part in the study by giving feedback on the initial format and design of the digitalized speaking activities at the beginning of the study. This is also explained in the instrumentation section.

Instrumentation

Instruments and materials that were used in the study to collect data were:, English teacher feedback, worksheet homework, PowerPoints (digitalized speaking activities), pre and post speaking assessments with recordings, assessment rubrics and parent questionnaires.

English teacher feedback

To ensure the DLAs were suitable for students, before the data collection period, trial digitalized speaking activities were created and shown to ten experienced teachers of young learners in the English department at the school. These teachers completed a feedback form about the layout, length, progression of activities and colours (see Appendix D for teacher feedback form). In the feedback forms, the teachers

commented that pictures should be the same size, there should be more opportunity for students at higher and lower end of the spectrums to speak, icons should be used to show students when to speak, record and listen throughout the activity and more examples of speech from the teacher would provide students with the structures to speak more. The feedback about opportunity for students to speak at higher and lower end of the spectrum also concurs with Krashen's Input Hypothesis (1982, 1985). The level should be one step in front of the level of the child. However, if the level is too challenging the child could put up a barrier to learning and reject all the language heard. This feedback was taken into consideration when creating the new digitalized speaking activities for the rest of the study.

Digitalized learning activities

Each digitalized learning activity (DLA) homework was created using PowerPoint and had video and voice recordings of the teacher (see Appendix E for an example of a digitalized learning activity). The students had the capacity to record their answers to the questions; these were collected and stored on a USB flash disk. These PowerPoints were created using four topics from the course book being studied: Awesome Animals, Sunny Days, My Five Senses and Fabulous Food. A trial run of the PowerPoints was implemented with students to test any formatting difficulties.

Appendix E shows a narrated example of the unit, *Awesome Animals* based on the course book unit. Slide one of the PowerPoint displayed icons to show the students when to speak, listen and record, these icons were then used throughout the presentation to guide the learners. The second slide had the title page and introduced the focus of the activities. It was personalised for the child with his/her name written in an attempt to

make the child feel secure, special and encourage more interaction. This slide also gave some key words about the unit, for example; elephants, lions, and penguins. It also had a picture about the animals to spark schemata. Mitchell and Myles (2004) highlighted the importance of such contextual clues in their research. Slide three presented a hello video message from the teacher. This gave the students the context in which to speak and attempted to produce a more natural conversation. It also hoped to make the student feel secure as they could see their teacher and their classroom with the class mascot in the background. All these aspects contributed to providing a comfortable environment for students in which to communicate.

The next slide (slide four) had recorded responses from the teacher asking students to name the pictures. Students then recorded their answers and had the opportunity at this stage to ask their parents for help, find the answers and rerecord if they pleased. According to the research, planning and rehearsing a task can improve fluency and complexity of language (Bygate 1996,2001; Gass et al, 1999), therefore, it was important to remind students that they could record again if they would like to and encourage them to rehearse. This slide was less challenging but each slide provided opportunity for freer answers and progressed in level of difficulty. Slide five showed pictures of the same animals but this time students would say where they live, a recorded example of target structure was given. Slide six provided freer activities and a help box with verbs. Students could say as much or as little as they liked. Slide seven gave students the opportunity to talk about themselves, they recorded what their favourite animals are and why. The final slide congratulated the students on finishing, reminded students to save their work and hand their flash disks into the teacher. Each DLA had a similar format and structure as the one described related to the specific unit.

At the end of each unit the researcher saved the students work, added the new unit's digitalised learning activities as well as adding feedback onto a separate file then handed back to the students.

These PowerPoints were created to directly answer the research questions. Firstly, they would provide students with necessary practise of using their English speaking skills to see if this helped their in-class speaking assessment. Secondly, the activities would provide a tool for the researcher to analyse the discourse produced to see if student WTC had improved.

Willingness to communicate rubric

To answer the second research question, at the end of each PowerPoint homework, the researcher assessed the children's WTC using a rubric adapted from the Heuristic Model of Variables Influencing Willingness to Communicate (MacIntyre et al, 1998) which can been seen in figure 1. MacIntyre et al. (1998) conceptualised a six-layer pyramid representing situation-specific influences of WTC at a given moment in time. The UWTC can take such forms of; apprehension, low self-esteem, lack of communication competence, alienation, anomie and introversion (Burgoon, 1978).

The rubric created by the researcher based on this model and the description from Burgoon had a performance criteria from zero to three, three being the highest score (see appendix F). The rubric was split into three criteria: communication discourse and linguistic competence; extension, and response. The rubric included a total score of the three criteria also.

The first criterion, communication discourse and linguistic competence related to layer five, box ten of figure 1- communicative competence. The proficiency of students L2 has a significant effect on students' WTC (MacIntyre et al., 1998). The rubric scores proficiency from a listener's perspective and at this level whether the listener could understand the words or sentences produced. The rubric includes, number of words which were challenging to understand for the listener to quantify the discourse produced and ensure an accurate score was given. For example the participant says " I like lions because they are strong" this answer provides no obstacle for the listener and a score of three can be given. If the listener struggles to understand one to three words then a score of two would be given; for example the student says "srong" instead of "strong" or "becauwse" instead of "because". If the listener has problems understanding three to five words then the students would score one and if the listener struggles to understand more than five words spoken by the participant then a score of zero would be given. The second criterion of the rubric looked at extension and corresponds with layer four, box seven of the pyramid- self-confidence as well as communicative competence again. In order for students to build from no response to answering the questions with full sentences and additional details, students must have self-confidence and the belief that they can answer the questions. If language anxiety or discomfort is experienced, students provide shorter answers or do not respond. Communicative competence helps determine L2 self-confidence (MacIntyre et al., 1998) which is why this box was included in the rubric. A score of three would give an answer providing more than what is expected and provide additional details. For example the teacher asks "What is your favourite animal?" and the student responds "I like lions because they are strong and beautiful. I like tigers too because they are strong too". If the student uses one phrase or sentence a score of two would be given, for example "I like lions". If the student

answers using isolated words such as “lions, strong”, then a score of one would be given. To receive a score of zero the student fails to respond or speaks in Turkish.

The third criterion was response, relating to layer two, box two of the pyramid- willingness to communicate- which is defined as the readiness to engage in L2 discourse at a particular time with a specific person (MacIntyre et al., 1998). Of course, layer two is built up of all the other layers in the pyramid and in order for students to respond the other layers are taken into consideration. In a classroom environment, students raising their hand to give an answer shows WTC, even if the student is not chosen by the teacher to give the answer. During the DLAs a student attempting to respond, measured by hesitation can mirror the classroom environment of them raising their hand and willing to give an answer. The performance levels were linked with the amount of hesitation and pauses from the response of the student and whether or not smooth communication was implemented. Students who would have a performance level of three on the rubric would have high levels of WTC as they would speak freely and readily saying whichever word or phrase came to mind not paying attention to their communicative competence. It is important to note that the target structures and accuracy were not taken into consideration for this criterion. A score of three provides a response without much hesitation. A score of two provides a response with little hesitation and pauses but it does not affect smooth communication. A score of one has hesitation that does affect smooth communication and a score of zero means the student did not respond or spoke in Turkish. The three criteria on the WTC rubric (communicative and linguistic competence, extension and response) are closely linked and can overlap; correlation analysis was conducted to see any positive relationships between each of these variables.

Each student was scored out of three using the rubric by the researcher after each unit and given a total score out of nine for the three criteria. A file was then added to each child's USB with simple feedback about their performance in order to improve for next time (see Appendix G). To ensure interlocutor reliability after each unit two students DLAs were randomly selected and graded by a second assessor. If the grades differed, the DLAs were watched and listened to again by the researcher and a second assessor and using the WTC rubric a consensus was made about the participant's score.

Worksheet homework

In order to conduct a reliable quasi-experimental study the control group must be given a type of homework also, as the experimental group were given the digitalised learning activities. For each of the four PowerPoints created for the experimental group a paper-version homework was created for the control group and given each month of the research period. The worksheet homework had the same topics as the PowerPoints with the same questions but instead of students providing a spoken answer they would write the answer (See Appendix H for worksheet version of homework). The homework was based on similar activities in the course book. This homework when completed was collected by the teacher and simple written feedback was given on the students' performance.

Pre and post speaking assessments

In order to answer the first research question: How does the use of DLAs impact the children's speaking test results? Pre and post speaking assessments were conducted with all students in their class setting.

Pre speaking assessment

The pre-test was to ensure level of equality between the two classes at the beginning of the study. The pre-test covered grammar structures and topics the students should know at this level. The grammar topics were; prepositions of place, present continuous tense, I like (noun), present simple tense. The materials needed for this assessment were; a score chart for each class (see Appendix I), the pre speaking assessment framework (see Appendix J), the speaking assessment picture (see Appendix K) , the assessment rubric (see Appendix L) and voice recorder to record the assessments for further analysis. The pre-assessment was completed in two-40 minute class periods and lasted two-three minutes for each student.

The score chart was a simple table recording students' names and their score for the assessment as well as a total. The speaking assessment teacher framework guided assessors on exactly what to do and say during the assessment in order to provide a fair and consistent assessment for each student. The teacher started by asking some simple warm up questions about the weather, student's age and the day of the week. Then the framework provided the teacher with some questions about a picture of a family eating a picnic in the park on a Saturday afternoon. The teacher described the context and asked who, what and where questions about it. The final part provided the opportunity for students to speak more freely and extend on their answers; some personalized questions were asked related to the students' routine on a Saturday and their favourite food. The framework provided teachers with backup questions in case students failed to respond; for example, if a student failed to answer, 'How old are you?' The teacher would ask 'Are you eight?' The framework also displayed samples of expected answers of students, what level of answer was expected in order to provide the assessor with a

clear picture when scoring on the rubric. At the bottom of the framework, assessor notes were provided, reminding teachers of the procedures for a fair and reliable test. Teachers were reminded to stick to the framework and no additional questions could be asked. The notes also stated each assessment should last between two-three minutes. It stated guidance on a failure for a student to respond. It reminded teachers to use the child's name throughout and simple praise words to encourage the student and make them feel comfortable were acceptable.

At the end of each assessment the teacher graded the student with the speaking assessment rubric (see Appendix L). The rubric was adapted from the course book; the rubric had performance criteria of level zero to four, four being the highest. Louma (2004) suggests the fewer number of levels on the rubric the more consistent the decisions will be made by the assessor. Important words were highlighted to exemplify levels of each performance. The statements provided were concrete yet practical and not too long, another important aspect of creating a successful speaking scale (Louma, 2004). The rubric focused on target language that the students should know at this level in order to answer the first research question. To ensure interlocutor reliability, the researcher met with the other third grade teacher to explain the rubric and provided samples answers for each level. The framework was explained and attention was drawn to the assessor notes. As the assessments were recorded, after the tests the recordings were listened to again by the researcher and assessor and a second grade was given. If the grades were not the same the assessor and researcher listened to the recording again and using the rubric arrived at a consensus.

Post speaking assessment

The post-tests were necessary to measure improvement after the experimental process. The post-tests were based on a combination of topics from the digitalized speaking activities and worksheet homework (see Appendix M for post speaking assessment framework). The grammar topics were; this/these, present continuous tense, countable and uncountable nouns, simple past tense, and present simple tense.

The framework of the post-assessment was similar to the pre-assessment starting with warm up questions, then used pictures from the students' course book (see Appendix N), students had to say which picture was the odd one out and why. Then students were shown four pictures that told a story, the teacher started the story and students had to finish it. The final part was personalised and asked a choice of four questions; what they did yesterday, what they do after school, their favourite animal or their favourite food (see Appendix M for post-speaking assessment). Again, notes were added to the teacher framework paper as with the pre-assessment reminding the assessor of certain procedures to follow to provide a fair test.

The post-assessment was conducted by one third grade teacher and recorded in class under similar conditions of the pre-assessment. The post test was completed in two weeks using four- 40 minute class periods. The post-test lasted three-four minutes for each student. Both pre and post assessments were conducted in the classroom setting one-to-one whilst the other students completed their class work. As the post tests were recorded they were both listened to again by the second third grade teacher to determine the students' overall level. If the researcher and assessor had different grades they listened to the recordings again and using the rubric arrived at a consensus. The same

rubric (See Appendix L) adapted from the course book was used to identify the student's score.

Parent questionnaires

At the beginning of the study the parents of the experimental group were sent questionnaires (see Appendix A for the initial parent questionnaire); this was in order to obtain permission for their child to be in the study as well as gain feedback on the trial digitalized speaking activity and background information about the parents knowledge of English.

The questionnaire was created in English and then translated into Turkish to ensure parents could understand it fully. The questionnaires were created by brainstorming types of questions with the second and third grade teachers as well as the head of the English department. Professionals and experts in this area helped with question wording and minimised ambiguity amongst the questioned asked. With this questionnaire, information in Turkish regarding the use of PowerPoint and how to record answers was given to support parents further (see Appendix B for parent support letter). Table 1 shows a summary of the parent questionnaires, the table shows that the majority of parents had advanced English proficiency and that most of the parents help their child with their homework. Zero level indicates that the parent has had no education in English and cannot communicate in English. Beginner level signifies the parent has limited functional ability and can produce some words or short phrases in English. Intermediate level shows that the parent make simple exchanges on everyday topics but communication can be difficult. Advanced level indicates that the parent can converse on a variety of different topics however errors may occur. The questionnaire results revealed that the parents have had experience with PowerPoint in the past. The

questionnaires also revealed that some parents experienced problems recording the child's voice on the PowerPoint in the trial run. The majority of these parents did not have a microphone for their computer and after the trial they made sure they had one for the rest of the study. These students were also shown a demonstration of what to do individually.

Table 1
Summary of experimental group parent questionnaires

Parent questions	Level of English of Parents			
	Zero	Beginner	Intermediate	Advanced
What is your level of English?	0	4	6	9
		Never	Sometimes	Always
How often do you use PowerPoint?		2	8	9
How often do you help with your child's homework?		0	11	8

At the end of the study, the same parents were sent questionnaires to collect feedback about the intervention and their views if it was easy to use and beneficial for their children (see Appendix C for end of study parent questionnaire).These views are important for recommendations for future studies and look at views on the study from a parent's perspective. These questionnaires were created in English and then translated into Turkish to ensure the parents could understand fully. The questionnaires were created with second and third grade class teachers collaboratively and checked by the head of the English department. The end-of-study parent questionnaire gave a brief overview of the study reminding parents what students had done. It then asked questions about how much time parents spent supporting their child completing the activities with content and technically. Parents reported these using tick boxes with the times provided. The parents were given statements about the activities and used a likert scale to report their views. Likert scales have the benefit of differentiated responses

while generating numbers and avoid dichotomous questions(Cohen et al., 2007).The statements included whether or not these topics had improved; interest in English, confidence level, pronunciation, vocabulary knowledge, grammar structure and fluency of students from the parent perspective. The questionnaire finished by asking parents for any evidence of student learning and suggestions for the future.

Method of data collection

Before the data collection period could begin, the instruments outlined previously needed to be approved by the Turkish Ministry of Education. In addition, permission needed to be granted to conduct the research with young learners. After receiving permission from the ministry, the researcher met the school principal, the head of department English and third grade to gain necessary support and permission.

The first step in the study was to have students complete the pre-assessment as explained in the instrument section. This was conducted in the classroom with one teacher whilst the remaining students completed work independently during their 'Stations' lessons.

Stations lesson consists of the class being split into four heterogeneous groups. Each group works on a different skills such as, listening, writing, reading all related to the topic being studied. It is important that the activities can be completed alone by students without any help from the teacher. Whilst the students are working independently the teacher calls students one-by-one to take part in the speaking assessment. After 20 minutes a bell is rung and students move to a different station. The advantage of this set up is that teachers can spend time one-to-one with students

without being interrupted when the benefit of a second teacher is not available. It is important that students are familiar with the format before speaking assessments are started.

To ensure continuity students were recorded using a small discrete recording device and other students were informed that they should work quietly. Although, this is not the optimal testing environment, students have been working in this setting since first grade and are used to being assessed in their classroom environment weekly. In addition, availability of teachers was scarce therefore taking students out of class was not an option. The pre-test lasted approximately two-three minutes for each student as was completed in four 40-minute periods of English lesson. The researcher recorded the scores and the other third grade teacher listened to the assessments again and gave a score. The researcher conducted the post-tests under the same conditions at the end of the semester using different materials and lasting three-four minutes for each assessment.

At the beginning of the study four digitalized speaking activities were created for the four-month period based on the unit in the course book; animals, weather, the five senses and food for the experimental group. Four pieces of worksheet homework based on the same topics were prepared for the control group. USB flash disks were collected before each unit from the students and the relevant digitalized speaking activity was copied onto it. The students were shown a demonstration about how to record their answers and use the PowerPoint. As students have ICT lessons most of the students were familiar with PowerPoint but not the recording aspect. This proved challenging for students and parents for the first activity but after clarification and further

demonstration all the USB flash disks were collected with recordings. Students had three days to complete the homework. The researcher filed each student's PowerPoint in case it needed to be viewed again. After each unit, the researcher graded their WTC using the rubric explained in the instruments section and gave feedback on the overall content of the activity; this was copied onto the student's flash disk. Worksheet homework was also collected after three days and feedback was given. This process was repeated for the next three units.

At the beginning of the study parents were sent a questionnaire. This questionnaire's objective was to find out about how much support parents give their child with their homework as well as gain knowledge of parents' proficiency of English. Together with the questionnaire, parents were sent a consent form. Parents were also sent a questionnaire about their views towards the activities at the end of the data collection period to gain feedback on the study. These questionnaires were sent with their child in paper format. All communication with parents was done in Turkish to ensure their full understanding.

Methods of data analysis

Quantitative data analysis procedures were predominantly included in this study. Raw scores were analyzed using Statistical Package for the Social Sciences (SPSS) version 15.0. In order to answer the research questions, hypotheses were tested using quantitative methodology. For the first research question, the hypotheses were as follows:

$H_{0:}$ The use of digitalized learning activities makes no statistical significant difference in speaking assessment scores of students.

H_1: The use of digitalised learning activities makes a statistical significant difference in speaking assessment scores of students.

To answer the second research question the following hypotheses were tested:

$H_{0:}$ The students' willingness to communicate whilst implementing the digitalized learning activities does not significantly change over the period of the intervention.

H1: The students' willingness to communicate whilst implementing the digitalised learning activities changes significantly over the period of the intervention.

To answer the first research question, results of pre and post oral assessments were analyzed quantitatively using independent t-test as there were two groups and a sample size less than 30. As the dependent variable can be measure on a continuous scale and there are two independent groups the first two assumptions of an independent t-test can be met. The observations of the two groups were independent and there are no outliers in either group satisfying the next two assumptions. Normality distribution which is the fifth assumption is approximately met. The independent t-test requires approximately normal data because it is quite "robust" to violations of normality, meaning that this assumption can be a little violated and still provide valid results (Lund Research, 2013). The final assumption is that there needs to be homogeneity of variances**.** Levene's test homogeneity of variances was performed satisfying this assumptions (p= .625). As all six assumptions could be somewhat met, an independent t-test samples was the correct analysis to be chosen.

To determine the overall improvement a paired sample t-test analysis was used for the experimental group. Paired sample t-test or dependent t-test has four assumptions. As the dependent variable is on a continuous scale and the same subjects are in each group the first two assumptions are met. There were no significant outliers in the set of data, which satisfies the third assumption of paired samples t-test. The final assumption of normality is approximately met, therefore a paired samples t-test could be performed.

To answer to second research question, digitalized speaking activities (PowerPoints) were analysed using repeated-measures ANOVA as it is one group over a period of four months. Before choosing repeated-measures ANOVA five assumptions had to be passed in order to provide valid results (Lund Research, 2013). Firstly, Assumption one**:** the dependent variable should be measured at the continuous level. The dependent variable being the rubric WTC score is an interval variable and so this assumption can be met. Assumption two, the independent variable should consist of at least two categorical**,** "related groups "or "matched pairs"**.** This analysis has four matched pairs using the same individuals over a process of four months. Assumption three suggests that there should be no significant outliers in the related groups. The scores of students followed a similar pattern satisfying this assumption. Assumption three raises the issue of normality. When the data are transformed into squares and a Shapiro-Wilk test is performed this assumption can met as the sig. values are above 0.05 meeting suggested that the data have a normal distribution. Assumption five suggests that sphericity should not be violated**;** the variances of the differences between all combinations of related groups must be equal. In all repeated measures ANOVA analysis the condition of sphericity had not been violated therefore corrections did not need to be made (Lund Research, 2013). All five assumptions were met. During ANOVA analyses when

ANOVA's main result rejected the null hypotheses, Bonferroni post-hoc tests were performed to see where the differences lay. In all analyses significance value was taken as 0.05.

To support the first two research questions a Pearson product-moment analysis was conducted to see any positive correlations between the five variables; pre and post test, and WTC criteria; communicative and linguistic competence, extension and response.

To answer the third research question parent questionnaires were analysed using descriptive statistics; open-ended questions were noted, categorized and coded in order to gain some feedback from the study.

Ethical considerations

As the study was conducted with young learners, parental consent was obtained as well as permission from the Ministry of Education.

Conclusion

This chapter has defined the methodology procedures of the study. Firstly, the aims of the study were given. The chapter then outlined the research design, followed by the context and participants of the study. It also looked at the instrumentation and data collection method in detail. Finally, the chapter identified the method of data analysis. In the next chapter, results collected during the method procedure will be displayed and then explained in detail.

CHAPTER 4: RESULTS

Introduction

This chapter will give a brief view of the analyses performed and display the results of the main findings of the study. It will also mention the feedback given from parents about the implementation of the DLAs.

The analysis of bivariate correlations of variables in experimental class

In order to determine relationships between both WTC statistics and pre/post test scores a Pearson product-moment analysis was conducted. Descriptive statistics and bivariate correlations among the studied variables in the experimental class (i.e. pre-test speaking assessment, post-test speaking assessment and communicative and linguistic competence, extension and response; the three aspects of WTC) are presented in Table 2.

Table 2
Descriptive statistics and bivariate correlations of variables in experimental class

Variables	1	2	3	4	5
Pre and post test					
1.Pre-test speaking ass.		.639**			
2.Post-test speaking ass.	.639**		.622**	.485*	
WTC					
3.Communication competence		.622**		.728**	
4.Extension		.485*	.728**		.476*
5.Response				.476*	
Means	2.15	3.05	3.28	3.41	2.70
SD	0.95	0.62	0.49	0.62	0.89

Note: *. Correlation is significant at the 0.01 level.
**. Correlation is significant at the 0.05 level

A Pearson product-moment correlation was run to determine the relationship between each of the five variables; pre-test assessment, post-test assessment, communicative competence, extension and response. It can be noted in Table 2 there was a strong, positive correlation between extension and post-test scores, which was statistically significant ($r = .485$, $n = 19$, $p < .0005$). Another strong positive correlation was between response and extension variables ($r = .476$, $n = 19$, $p < .0005$). Other correlations can be seen in Table 2 significant at 0.01 level. This demonstrates that the average scores of the students' post-test scores were positively related to extension of students' answers during the implementation of the DLAs. It also shows that during the study the average scores of students' response and extension scores were positively related.

The analysis of the experimental group's speaking assessment scores

A paired samples t-test was conducted to compare speaking assessment scores at the beginning and at the end of the study for the experimental group. There was a significant difference in the speaking assessment scores at the end of the study ($M=3.05$, $SD=0.62$) compared to the beginning of the study ($M=2.15$, $SD=0.95$);$t(18) = -5.28$, $p=0.00$. These results suggest that when digitalised learning activities are implemented, speaking assessment scores can be impacted positively. These results reject the null hypothesis for the first research question.

In order to see if students' speaking assessments scores have developed because of an increased time period these results were contrasted with a control group. An independent samples t-test was conducted to compare the control group and experimental groups' speaking assessment scores at the beginning of the study. These

results show that there was not a significant difference between the experimental group (M=2.15, SD=0.95) and the control group (M=2.52, SD=1.20) at the beginning of the study; t (38) =1.05, p=.62. These results are in Table 3. These results show that at the beginning of the study the control group and experimental group had similar proficiency of English in their in-class speaking assessments. Table 3 also shows the descriptive statistics and results for the experimental and control groups. The control group had a higher pre-test mean average at the beginning of the study.

Table 3
Descriptive statistics and results for the experimental and control group

Group	Pre-test Means	*SD*	*n*	Male	Female	P value
Experimental group	2.15	0.95	19	9	10	.625
Control group	2.52	1.20	21	10	11	
Total			40	19	21	

Again an independent samples t-test was performed to compare the post test results of the experimental group and control group to see if oral skills of the experimental group had progressed more than the control group over the time period. There was a significant difference in the scores between the experimental group (M=3.05, SD = 0.65) and the control group (M= 2.47, SD=0.87) at the end of the study; t (38) =-2.38, p=.022. At a confidence interval of 95%, the null hypothesis is rejected. When the raw scores are analysed,63% of students in the experimental group of increased their score from the beginning to the end of the study. The remaining 37% of students stayed at the same level. The students who did not change levels had higher scores than the other students at the beginning of the study. Of the experimental group 16% finished on level

two, none on level one. The control group had a 10% increase of students' level, 71% stayed at the same level, and 20% of students' scores decreased. 48% of the control group finished on level one or two. Table 4 summarizes the levels the control and experimental group started on and the levels the students finished on. These results suggest that the DLAs benefited the students' post-test speaking results positively and the null hypothesis can be rejected.

Table 4
Number of students from experimental and control at each level in pre and post tests

		Level					
		4	3	2	1	0	Total
Experimental Group	Pre-test	-	10	2	7	-	19
	Post-test	4	12	3	-	-	19
Control Group	Pre test	4	9	4	2	2	21
	Post-test	2	9	7	3	-	21

The analysis of students' willingness to communicate

Four Repeated measures ANOVA analyses were performed in order to test the second set of hypotheses and answer the second research question; does children's WTC appear to change over the duration of the intervention? The advantage of a repeated measures ANOVA is that error term can be reduced (Lund Reserach, 2013). To provide further analysis the results were split according the criteria of the rubric; total score, communication discourse and linguistic competence score, extension score and response score.

Total scores of students' WTC

Firstly, Machley's Test of Sphericity was performed to test the hypothesis that the variances of the differences between conditions are equal. Machley's Test of Sphericity

indicated that the assumption of sphericity had not been violated x^2 (5) =10.608, p=.060.Therefore, it is reasonable to conclude that the variances of the differences were not significantly different and the condition of sphericity had been met.

The main results of repeated measure ANOVA showed there was a statistically significant effect of students' willingness to communicate during the intervention, F (3, 54) = 5.136, p = .003. Using a confidence interval of 95% this supports the alternative hypothesis.

In order to find out where the differences occurred pair-wise comparisons were made. A pair-wise comparison test revealed significant differences between the students' willingness to communicate scores of February and May (p=.045) and March and May (p= .026) supporting the alternative hypothesis. There were no significant differences between the willingness to communicate scores of February and March (p=1.000), February and April (p=.420), March and April (p=.090) and April and May (p=.645).

Communication discourse and linguistic competence scores for students'

For communication discourse and linguistic competence scores Machley's Test of Sphericity indicated that the assumption of sphericity had not been violated x^2 (5) =2.96 , p=.707.The main results of the test showed that there were no significant differences between the communication discourse and linguistic competence of students' during the allocated months of February to May, F(3,54)=2.29, p= .08.

Extension scores of students'

For the extension aspect of the students' WTC rubric scores the Machley's Test of Sphericity indicated that the assumption of sphericity had not been violated x^2 (5) =9.28, p=.099.The main result of the repeated measure ANOVA analysis showed that there

were no significant differences between the months of February and May for the extension aspect of students' WTC scores F(3, 54)=1.15, p=.337.

Response scores of students'

For response scores of students according to the WTC rubric Machley's Test of Sphericity indicated that the assumption of sphericity had not been violatedx^2 (5) =9.28, p=.099. The main ANOVA results show significant differences between the some of the months of February and May of the students' response scores F (3, 54) = 13.44, p=.00. In order to see between which months these differences occurred post-hoc tests were performed. Table 5 summarizes the significant differences.

Bonferroni pair-wise comparisons were made and revealed significant differences between the months of February and April (p=.050), February and May (p=.00), March and May (p=.001), and April and May (p=.050). Between these months the response scores of students increased significantly, supporting the rejection of the null hypothesis. The post-hoc test also revealed that there were no significant differences between the months of February and March (p=1.00) and the months of March and April (p=.812). It can be said that between these months response scores did not increase.

To summarize, the results in Table 5 show an overview of the significant differences between each month. It is clearly seen that the response scores of students had significant positive differences as each month progressed. The last month (four) when compared with the other three months separately showed a positive improvement of response scores. This means that the students showed less hesitation and paused less by

the end of the study when completing their DLA. The total scores of WTC showed statistically positive improvements between the first and fourth month and second and fourth month. This means that when communication discourse proficiency, extension and response scores were accumulated, students improved their WTC score by the end of the study. This overall improvement could only be seen by the end of the study; from month to month statistical differences could not be detected. This shows that the improvement of WTC was a gradual process. Although there were positive improvements with total WTC and response scores, communication discourse proficiency and extension did not significantly change during the course of the intervention. This demonstrates that students were unable to develop their ability to be understood by the listener (communication discourse) and the use of more complete sentences, rather than isolated words or phrases (extension).

Table 5
A summary of significant differences in WTC between each month and performance criteria

	WTC Score Criteria															
	C				E				R				Accumulative Total			
Month	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
February											*	*				*
March												*				*
April									*			*				
May									*	*	*		*	*		

Note: Month 1=February, 2=March, 3=April, 4= May.
C= communicative and linguistic performance
E=extension
R= response
*= significant difference p=<.005

Analysis of parent questionnaires

At the end of the study parents were given the opportunity to provide feedback about the digitalized learning activities (see appendix C) in order to support research question

three. The questions relating to technical and content support were analysed according to frequencies. The statement questions using a Likert-scale were also analysed according to frequencies. The section with open-ended questions about suggestions, comments and evidence of student learning were presented in a more qualitative manner and common themes discussed. The aim of the parent questionnaire was to gain general feedback from parents of the experimental group about the activities and make improvements for the future.

Analysis of support given by parents in terms of English and Technology

Out of the 19 questionnaires distributed to the parents of the experimental group, 18 questionnaires were retrieved, giving a response rate of 95%. Table 6 displays the results of the amount of English and technical support – in time, parents gave their child during the intervention. It should be noted that three parents failed to answer the questions about support in English and technology after the first PowerPoint. This could mean that after the first PowerPoint support was not given to their child because students were capable of doing it for themselves. Table 6 shows that during the four pieces of PowerPoint homework, no parent spent more 30 or more minutes supporting their child for the English or using the computer. During the whole of study the majority of parents provided little support to their child with regards to time. According to the questionnaire the majority of parents spent '0-5 minutes' supporting their child. For the first PowerPoint, *Awesome Animals*, five parents spent 15-30 minutes assisting their child with technical help, by the end of the study two parents still spent the same amount of time supporting with this aspect. It can be said that from the first to the fourth piece of homework, support from the parent decreased in terms of English and technical support.

Table 6
Frequencies of technical and English support in the form of time from parents

PowerPoint	Time in Minutes							
	0-5mins.		5-15mins.		15-30mins.		30 +mins.	
	C	T	C	T	C	T	C	T
Awesome Animals	9	9	6	4	3	5	_	_
Sunny Days	6	9	4	2	4	3	_	_
My Five Senses	7	9	5	3	2	2	_	_
Fabulous Food	8	10	4	3	3	2	_	_

Notes: C = parent support with regards to English speaking
T = parent support with regards to technology

Analysis Likert-scale Statements

Table 7 shows the summary of feedback of parents from the questionnaire regarding statements given about their child's progression during the intervention with regards to interest, confidence, pronunciation vocabulary knowledge, grammar structure and fluency. Mean scores of the responses ranged from 4.05 to 4.77, indicating that parents had positive feedback on the process concerning the aspects mentioned. Not one parent disagreed with the statements provided. The strongest response was that parents thought the project supported the vocabulary knowledge of their child (M=4.77) all parents agreed or strongly agreed with this statement. Question five about grammar structure indicated the most 'neutral' responses with 27.7% of parents choosing this option. After these statements were presented, parents had the opportunity to comment on any other aspects of their child's improvement. One parent commented on feedback from the teacher, and because there was not feedback on 'pronunciation' and 'grammar' it was hard to answer question five. This might indicate why parents also chose 'neutral'.

Table 7
Parent feedback using the Likert-scale statements

Question	P	SA		A		N		D		SD		M
		F	%	F	%	F	%	F	%	F	%	
Q1	18	6	33.3	9	50	3	16.6	0	0	0	0	4.16
Q2	18	7	38.8	7	38.8	4	22.2	0	0	0	0	4.16
Q3	18	9	50	6	33.3	2	11.1	0	0	0	0	4.16
Q4	18	10	55.5	8	44.4	0	0	0	0	0	0	4.77
Q5	18	6	33.3	7	38.8	5	27.7	0	0	0	0	4.05
Q6	18	6	33.3	8	44.4	4	22.2	0	0	0	0	4.33

Notes: P: participants F: Frequency % Percentage M: Mean
SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly disagree
Q1: This project supported development of my child's interest in English
Q2: This project supported development of my child's confidence level
Q3: This project supported development of my child's pronunciation
Q4: This project supported development of my child's vocabulary knowledge
Q5: This project supported development of my child's grammar structure
Q6: This project supported development of my child's fluency

Analysis of open-ended questions

Evidence of child's development

Question four asked "Do you have any evidence to show that it supported these areas in your child's development? Please provide". There was an 83% response rate for this question. Parents commented on the fact that their child could complete the activities by themselves as evidence of their child's development.

> "She was more confident, the last two she did all by herself."
>
> "In the beginning I had to support him a lot and then in the end he could do it all by himself."
>
> "She asked if what she was saying was correct. But generally she completed the tasks herself.

Parents commented on an increased usage of English at home orally and through books.

> "At home he repeated words often, he shows interest to the words in English."
>
> "She uses more English words now."
>
> "……..he reads more English books now."
>
> "With us she tries to speak in English more, not all the time but sometimes."

"He could talk about his daily life more."

Parents also mentioned that pronunciation, structures and vocabulary knowledge improved during the project.

"This project helped her English knowledge and pronunciation. We are very happy with this work."

"It developed her language knowledge."

"She learnt some structures very well such as 'there is/there are' and 'Camels live….'"

"Her pronunciation improved I think."

"She developed her knowledge on the topics and sentence structure. The colour and pictures on the PowerPoint's attracted her and made it easier. "

"His vocabulary knowledge and tenses are more successful."

Evidence of child using more English at home

Question five asked "During the period in which your child was doing these homework tasks, did you find that you (or your spouse or any siblings) used more English words or phrases with your child?" Parents were provided answers to choose from; "yes", "quite a few", "yes one or two", "undecided" or "none". The majority, 83.3%, of parents said that they spoke more English using few or one or two words, 11.1% of parents were undecided on this topic and one parent (5.5%) thought that they did not use anymore English words at home.

Recommendations or suggestions to improve this project further

The final question in the questionnaire parents to provide recommendations or suggestions for the future. The response rate for this question was 61.1%. It arose that parents mentioned that they wanted the project to continue and were happy with it.

"Thank you for this work, I have no suggestions. I am sure you have done what is necessary. Kind regards."

"We would like it to continue the same."

"We would like this project to continue."

"It was really enjoyable for her and we would like it to continue."

"I found this project very successful."

Other singular suggestions were that DLAs should be given on a weekly basis, the course book resources could be integrated more, more feedback could be given, Moodle could be used to upload the videos and students could listen to each other's and two-way dialogue could be used.

Conclusion

This chapter presented the results of the control group and experimental group speaking assessment scores. It compared the results using statistical analysis and commented on significant results. This chapter also gave an analysis on the students' WTC scores and displayed results for communication discourse management, extension, response and total scores using the rubric from the children's PowerPoints. Finally, this chapter analysed the parent questionnaires given at the end of the study, it categorized and displayed the feedback about the DLAs from a parent's perspective. The next chapter will discuss these results, comment on implications for practice and further research and the limitations of the study.

CHAPTER 5: DISCUSSION

Introduction

Oral proficiency of L2 is an important aspect of a young learner's future in Turkey. The unwillingness to communicate can obstruct this goal. This quasi-experimental research aimed to test the hypothesis that the use of digitalized learning activities would promote speaking skills of students as well as their willingness to communicate. More specifically, this thesis has looked to find the answers to the three research questions stated in chapter one.

The study also collected parent feedback on the implementation of the DLAs. This study hoped to contribute to the lack of research conducted on young learners with regards to promoting WTC and the use of technology to improve speaking skills. This chapter discusses the answers to these questions supported by the previous results. It then discusses the implications for practise and for further research. It then concludes with limitations of the study.

Overview of the study

The study was conducted over a four-month period in 2014 at a primary school in Ankara, Turkey. It was conducted with 40 third graders. Two classes were given pre and post speaking assessments at the beginning and the end of the study to see if the use of digitalized speaking activities completed at home had an effect on these scores. The experimental group's homework activities were also analysed to see if their willingness to communicate had improved over the intervention time frame. Parents of the experimental group were surveyed for general feedback about the study. Results were

analysed using SPSS version 15.0 using independent t-tests, paired t-tests and repeated measures ANOVA.

Major findings

How does the use of digitalized learning activities impact the students' use of target structures in their speaking assessments?

This question was explored through a control and experimental group. It was important at the beginning of the study to ensure the speaking skills of both groups were of a similar proficiency. The analysis performed ensured that they indeed had similar levels of English with regards to their English assessment scores (pre-test) collected at the start of the study.

When the pre and post test scores of the experimental group were compared they showed a positive significant statistical difference, supporting the hypothesis and showing that the DLAs could have contributed to a more successful score on students' assessments. However, this higher score could be due to other variables not tested in this study, such as, parental support, other class activities and a general progression over time. Therefore, to make stronger claims on whether the impact on speaking skills was positive due to the use of DLAs, the experimental group's post test scores were compared with the control group's post test scores. This result also supported the hypothesis as it showed a statistical significant positive difference between the experimental group and control groups' post test scores. This result also agrees with the other research such as Kırkgöz (2011) who found that a speaking based homework using video recordings improved pronunciation, vocabulary, and accuracy. Tanian and James (2002) argued that CMC does not lead to better oral skills but improves written

skills. This study shows that when the technology is adapted to interactive speaking assignments with support of parents, oral skills of young learners can be improved also.

The results showed that the majority of students in the experimental group increased their speaking assessment score from the beginning to the end of the study. At the start of the study the lowest scoring students were classed as level one; level one meant that the students attempted the target structures but had frequent errors in word order, verb tense, and word endings. By the end of the study, no student scored level one and the lowest scoring students were level two. Level two meant that students were able to use the required structures with some occasional errors. This shows that perhaps the study supports weaker students more and gives them a chance to improve their speaking assessment scores using the DLAs. When compared to the control group, where the majority of students stayed at the same level and almost half of students' post-tests were level one or two, this shows the significance of the extra speaking support at home and how it can help in the classroom.

Additional analysis was conducted to see any correlation between the students' pre/post test scores with WTC variables scores. The results showed that post tests scores and extensions scores had a positive correlation. This shows that students' ability to provide an answer, whether it be what was minimally required or no response given during the DLAs as homework had a relationship with their ability to use the target structures in their post-test in-class speaking assessments. For educators this means that if support can be given in the extension variable of the WTC rubric then speaking assessment scores can be improved for students.

Does children's WTC appear to increase over the duration of the intervention?

This was explored through analysing the students' DLAs from the experimental group. Each of the four PowerPoints were analysed and scored using a WTC rubric. The rubric was spilt into three criteria, communication discourse and linguistic competence, extension and response. The rubric included a total score of the three criteria also. When analysed the main findings were that the total scores and response scores supported the alternative hypothesis. Communication discourse and linguistic competence and extension aspects of the scoring system did not significantly improve. However, when accumulated total scores were analysed they showed significant improvements in scores between the first month of the study (February) and the last month of the study (May),as well as the second month (March) and the last (May).Naturally from month to month, significant changes could not be detected as students' development was slow and steady, with the exception of March and May. The most interesting and significant result is that over the period of four months students were able to improve their WTC. This is an important result as previous studies have shown (MacIntyre et al., 1998&Coa, 2012) that students with higher WTC helps produce more authentic use of language and produce more complex structures. Both WTC and in class assessment scores improved for the experimental group supporting the previously conducted research in the literature. This could mean that the DLA helped improve students' WTC and this lead to higher speaking assessment scores based on development of target grammatical structures.

According to Tok (2009) confidence is a major obstacle for Turkish speakers of English. According to MacIntyre's et al. Heuristic Model of Variables Influencing WTC (1998) confidence is also represented as an underlying factor of WTC. The use of

DLAs in this study has increased students' WTC, suggesting confidence levels improved.

Gregerson and MacIntyre (2014) stress the importance of communication and how 'talking to learn' in order to 'learn to talk' is crucial in language learning. This idea demonstrates the importance of 'practice' which was a key benefit of the DLAs. Students practiced their speaking skills and communication skills therefore 'talking to learn'.

Another significant result was the increase in scores for the response criterion of the WTC rubric. This part of the criteria looked at hesitation and pauses with their response. The results showed an increased score in all but two month combinations. The last month's scores had significant positive differences with all months. This shows that by the end of the study students had tackled the response part of the criteria very well and were able to answer the questions quicker, more confidently and with fewer pauses and hesitation. Gregerson and MacIntyre (2014) comment on natural conversation being well timed and a moment's hesitation may cause much strain on fluency. They state that learners who have the strategy for dealing with uncomfortable pauses may be better equipped to react quickly and minimize hesitation. The results of this study show that students combated hesitation and pauses more effectively throughout the study and this could provide them with better conversational skills in L2. The middle months of February to March and March to April did not show any significant differences, this demonstrates that naturally from month to month students do not appear to progress, but they actually continue to develop progressively in small steps; their development is at a steady pace. Additionally this shows the importance of

a study such as this over an extended period of time. In order to show students' improvement, enough opportunity has to be given and the development of WTC is a gradual process and cannot be achieved without the time to grow.

The research conducted by Ellis (2009) highlighted the importance of rehearsing and preparing for tasks. Giving students more time and their own time to complete the activities as well as practicing the target structures could have also contributed to their in-class assessment grades. Having the opportunity to rehearse, rerecord and practise could also improve the child's confidence when using L2 and the DLAs support confidence building.

Tok (2009) identified a major problem in Turkey as students lacking confidence to communicate in English. This study has shown that providing suitable activities can support this problem and improve overall WTC and more specifically responses of grade three students. Tok (2009) also found that students feel anxious about being evaluated negatively which was also similar to Macintyre et al. (2011) research who found that corrections of errors were unwelcomed and affected their WTC negatively. These DLAs were designed in a way that the teacher can only give feedback when the work has been collected, students can record as many times as they like, and as it is homework which students are used to and know they will not get a grade it seems students have been confident and been able to communicate effectively. The activities have addressed the problems identified by Tok (2009) and Macintyre et al. (2011).

When each of the variables (communicative and linguistic competence, extension and response) were analysed the results showed a strong positive correlation between the

variables; *extension* and *response.* This is not surprising as these variables are closely linked in MacIntyre's *Heuristic model of variables influencing WTC* (1998) which can be seen in Figure 1. The bricks from the pyramid; *communicative competence, self confidence and willingness to communicate* were used as a framework of the WTC variables *extension* and *response*. The positive relationship between these two variables mean that when a student responds well without much hesitation and pauses the student is also able to give an answer in a full sentence. On the lower end of the spectrum, if a student fails to respond or responds with lots of hesitation or pauses their ability to answer the question would be using isolated words or fail to respond also. For educators this shows the importance of developing students' skills to incorporate all aspects from the WTC rubric and pyramid as they are interlinked.

What was the parental feedback on the digitalized learning activities?

Parents stated that most of them had experience with PowerPoint, and supported their child in some way during the DLAs given as homework, this extra support from parents could have contributed to an improvement of students WTC. This result supports the case study conducted by Sarachos (2008) where fathers helped at home with their child's reading to support their literacy skills. Both this study and Saracho's (2008) study have shown the benefit of parent support on some aspect of their child's academic development. The research conducted by Bittman et al. (2011) also shows the significance of parent guidance with computer use and improved literacy. Although this study focuses on oral skills and not literacy skills it shows that controlled activities designed by the teacher and supported by the parent at home can improve the child's academic development with regards to WTC.

According to the questionnaires, parents spent less time supporting their child as the project progressed, meaning that the participants were able to do the DLAs independently by the end of the study. This shows the importance of the DLAs supporting children whose parents do not have a high proficiency in English and who cannot help their children at home with their English homework. Parents also commented that because of the DLAs more English was used at home, this might be isolated words, phrases or sentences, showing that the DLAs are a educational tool bringing an English speaking environment into children's homes where Turkish is the predominant language. Parents mentioned that their children were more confident, and vocabulary as well as pronunciation improved in their children during the study, supporting the first two research questions. Generally, the feedback from parents was positive and they wanted DLAs as homework to continue. For future projects the parents suggested DLAs should be given on a weekly basis and perhaps these could be uploaded to Moodle.

Implications for practice

Replicating this study could be adapted according to the age level of participants. Having parents involved was beneficial to this study as the students were young learners and needed support at home technically and academically. However, parents could only help so much and collecting flash disks proved difficult at times as students had to be responsible. Using an online system could be more beneficial to send the DLAs and give feedback if possible.

Another consideration is whether or not the students have computers at home. As this study was conducted at a private school, the majority of students are from economically stable families and can afford computers or the resources needed at home to complete

the activities. In Turkey, public libraries where students can go and use computers, read books and complete homework are scarce. Therefore, if resources are unavailable outside of school the digitalised learning activities could prove challenging to complete. Completing the DLAs at school, although beneficial to speaking skills could take away valuable lesson time and exam preparation time. Another option is for students to use the school's resources, if any, to complete at break times and after school. State schools in Turkey have had a three billion Turkish Lira investment from the Fatih Project, and most schools now have computers, lap tops of tablets (Milli Eğitim Bakanlığı, 2012). This also shows the importance of the Ministry of Education supporting technology in the classroom.

During this study the majority of parents had some proficiency in English and could support their child at home. However, at some schools perhaps the same level of English for parents might not be seen and ideas on how to help parents support their child at home need to be considered. Having a parent workshop at the beginning of the intervention discussing how to use the technology, what each of the icons mean and how to support their child with little English could be implemented.

In order to implement to digitalised learning activities, considerable amount of time is needed to prepare them and plan for them. More time and effort is needed than a worksheet homework. However, once the PowerPoints are prepared they can be used in following years and can be duplicated for as many students as necessary with a few personalised changes. Another challenge is whether or not teachers have the necessary technical skills to produce the digitalised learning activities, research although done on interactive white boards found that Turkish teachers who participated other studies

struggled with the technology (Şad & Özhan, 2012; Somyürek, Atasoy & Ozdemir, 2009;Gursul &Tozmaz, 2010), this could also be a challenge for these activities.

At the school were the study took place, students are encouraged to reflect on their work as it is an important part of the PYP curriculum, it is important that future researchers or facilitators of the activities also encourage this attribute of the PYP Learner Profile. They can do this by encouraging students to rerecord, and listen to their work again on the DLAs and make necessary changes.

Implications for further research

The limitations of this study should be addressed if further research was to be conducted. Parental feedback was useful during this study and further research could investigate attitudes and perceptions from a student point of view. It would be interesting to know if the students enjoyed completing the activities, whether or not they thought it helped support their English speaking skills and WTC would be interesting. According to the Pyramid Model of WTC (MacIntyre et al., 1998) layer five reflects communicative competence, however, this reflects self-perceived not actual, therefore investigated students' perceived competence could be one of the contributing factors to WTC (Gregersen & MacIntyre, 2014).

Previous research has shown that the use of technology to support learning such as blended learning, video usage and smart boards have had a positive impact on learner attitudes (Abaylı, 2001; Shenton & Pagett, 2007; Kırkgöz, 2011). It would be useful for educators to know if the impact on student motivation and enjoyment of digitalised learning activities would support the literature and whether or not it would be short-

lived and the novelty factor would wear off like the research conducted by Moss et al. (2007).

More detailed parent questionnaires could be used to support the research questions further. Parent attitudes and perceptions could be investigated. The control group parent could also be surveyed to compare parents' backgrounds and see if this affects the study.

This study was conducted with third grade students but it would be valuable to see if the digitalised learning activities would be as successful with other age groups such as adults and teenagers. According to the Pyramid Model of WTC (MacIntyre, 1998) the social situation layer includes the variable, age. Meaning when the age group of the subject is changed, communication situations and level of WTC can also differ (Gregersen & MacIntyre, 2014). The study could also be adapted to other skills such as reading or writing to see if other skills have a similar affect.

As this study was quantitative in nature, a qualitative case study might reveal more detail into student's motivations to communicate in English. Several students who have low levels of WTC could be observed through classroom interactions, observing break times and interviews with other teachers and parents to see how WTC is affected through the use of the digitalised learning activities. These results could then be triangulated with the result of this study.

Limitations

Although this research was carefully conducted, the limitations and shortcomings are acknowledged. The first limitation of this study is that the sample chosen was a convenience sample using two classes. Having the opportunity for more random sampling would have given a clearer representative of the population. The second limitation is the size of the sample, having 19 students in the experimental group and 21 in the control group. Having more students involved in the study and chosen at random could provide more valid results.

Conclusion

This chapter gave an overview of the study and discussed some of the major findings from the study; the use of DLAs positively impacted to students' use of target structures in their speaking assessments. During the course of the intervention students' WTC improved. This chapter also highlighted some of the implications for practice and for further research. Finally, the chapter finished with possible limitations of the study.

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APPENDICES

APPENDIX A: Initial parent questionnaire

İ.D.V. BİLKENT İLKOKULU 2. VE 3. SINIF VELİLERİ İÇİN

TEKNOLOJİ KULLANIM ANKETİ

AMAÇ

Bu anketin araştırmaya katılan öğrencilerinin velilerinin evde bilgisayar ortamında yapılan konuşma ödevlerine ne ölçüde katkıda bulunabileceklerini belirlemektir.

VELİ BİLGİSİ

Velinin adı: _____

Email adresi: _____

Velinin İngilizce seviyesi**: İngilizce bilgim yok Başlangıç Düzeyi Orta Düze İleri Düzey**

Evde Powerpoint programını kullanabileceğiniz bir bilgisayarınız var mı? **Evet Hayır**

Daha önce hiç Powerpoint programı kullandınız mı? **Her zaman Bazen Hiçbir zaman**

Çocuğunuzun İngilizce ödevlerine yardım eder misiniz? **Her zaman Bazen Hiçbir zaman**

Yardım etmek için ne kadar vakit ayırırsınız?**10-15 dakika 15-30 dakika 30-60 dakika**

Taşınabilir harici belleğiniz var mı ? **Evet Hayır**

Eğer yoksa bir tane edinebilir misiniz? **Evet Hayır**

Sizlere gönderdiğimiz Powerpoint sunularıyla ilgili herhangi bir sorun yaşadınız mı??

Sunuyu açmakta sorun yaşadım Hoparlörüm yok

Ses kaydetmekte sorun yaşadım Mikrofonumyok

_____

_____

ÖĞRENCİ BİLGİLERİ

Öğrencinin adı: _____

Yaşı: 7-8 8-9

Cinsiyeti: Erkek Kız

Değerli Veliler,

Bilkent Üniversitesi, Eğitim Bilimleri Enstitüsü, Eğitim Programları bölümünde yüksek lisans eğitimime devam ediyorum ve bu dönem tez çalışmam için veri toplayacağım. Çalışmamda öğrencilere okul dışında bilgisayar ortamında yapabilecekleri konuşma çalışmalarıyla telâffuz becerilerini arttırmayı amaçlıyorum.

Çalışmamın bir parçası olarak katılımcı öğrencilerimizin velilerinin teknoloji bilgi düzeyleri hakkında veri toplamam gerekiyor. Bu yüzden sizlere sadece 1-2 dakikanızı alacak bir anket gönderiyorum. Bu çalışmanın çocuğunuz için eşsiz bir deneyim olacağını düşünüyorum. Çocuğunuzun veya sizin bilgilerinizin herhangi bir amaçla kullanılmayacağına ve bütün bilgilerin tarafımca güvenli bir şekilde muhafaza edileceğini taahhüt ederim.

Lütfen aşağıdaki formu imzalayarak bu çalışmaya katılımınızı onaylayınız.

Desteğiniz ve işbirliğiniz için teşekkürler.

Saygılar,

Rosie Stott Alpaslan

Yukardaki bilgileri okudum ve katılımı onaylıyorum.

_____

Ad/Soyad

_____

İmza

_____

Tarih

APPENDIX B: Parental support letter

İNGİLİZCE ÖDEVİ İÇİN POWERPOİNT YARDIM VE YÖNERGELERİ

Sevgili Velilerimiz,

Kısa bir süre içinde çocuğunuz aracılığıyla eve göndereceğimiz " İngilizce Konuşma" ev ödevinde izlemeniz gereken yollarla ilgil yönergeleri aşağıda görebilirsiniz. Konu ile ilgili dosyayı açtıktan sonra PowerPoint programında aşağıda sizlere verilen aşamaları uygulamalısınız. Eğer ses kaydı yapabilmek için başka bir yol biliyorsanız bu yol da tarafımızdan kabul edilecektir.

Ayrıca aşağıdaki linkte kayıt işleminin nasıl yapılacağını gösteren bir videoya da ulaşabilirsiniz. Fakat bu video da İngilizcedir.

http://www.youtube.com/watch?v=IJn2YHc0_IM

Sesli anlatımı yeniden kaydetme

Konuşma kaydetmek için, ses kartı, mikrofon ve hoparlör gerekir.

1. Anahat sekmesinde veya normal görünümde bulunan Slaytlar sekmesinde, yeniden kaydetme işlemini başlatmak istediğiniz slaytın simgesini veya örnek resmini seçin.
2. Slayt Gösterisi menüsünden, Konuşmayı Kaydet'i tıklatın.
3. Aşağıdakilerden birini yapın:

   Mikrofonu önceden denediyseniz, Tamam'ı tıklatın.

   Mikrofonu denemek için Mikrofon Düzeyini Ayarla'yı tıklatın ve yönergeleri izleyin; Tamam'ı ve sonra yeniden Tamam'ı tıklatın.
4. 1. adımda, kayıt işleminin başlatılacağı slayt olarak ilk slaytı seçtiyseniz, 5. adıma geçin. Kayıt işleminin başlatılması için başka bir slayt seçtiyseniz, Konuşma Kaydet iletişim kutusu görüntülenir. Aşağıdakilerden birini yapın:

   Konuşmayı sunudaki ilk slayttan başlatmak için İlk Slayt'ı seçin.

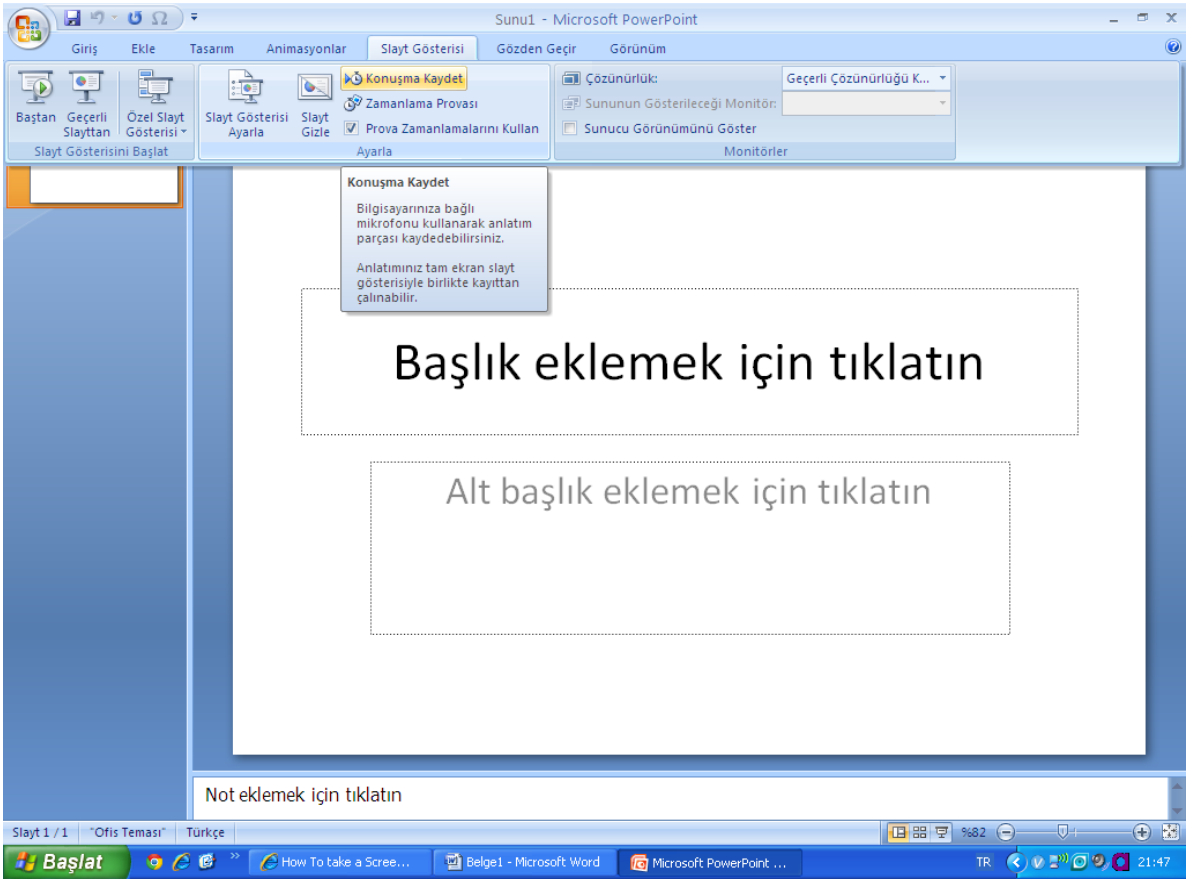
   Konuşmayı seçili olan slayttan başlatmak için Geçerli Slayt'ı tıklatın.
5. Slayt gösterisi görünümünde slaytınız görüntülendiğinde, slaytın konuşmasını kaydedin ve aşağıdakilerden birini yapın:

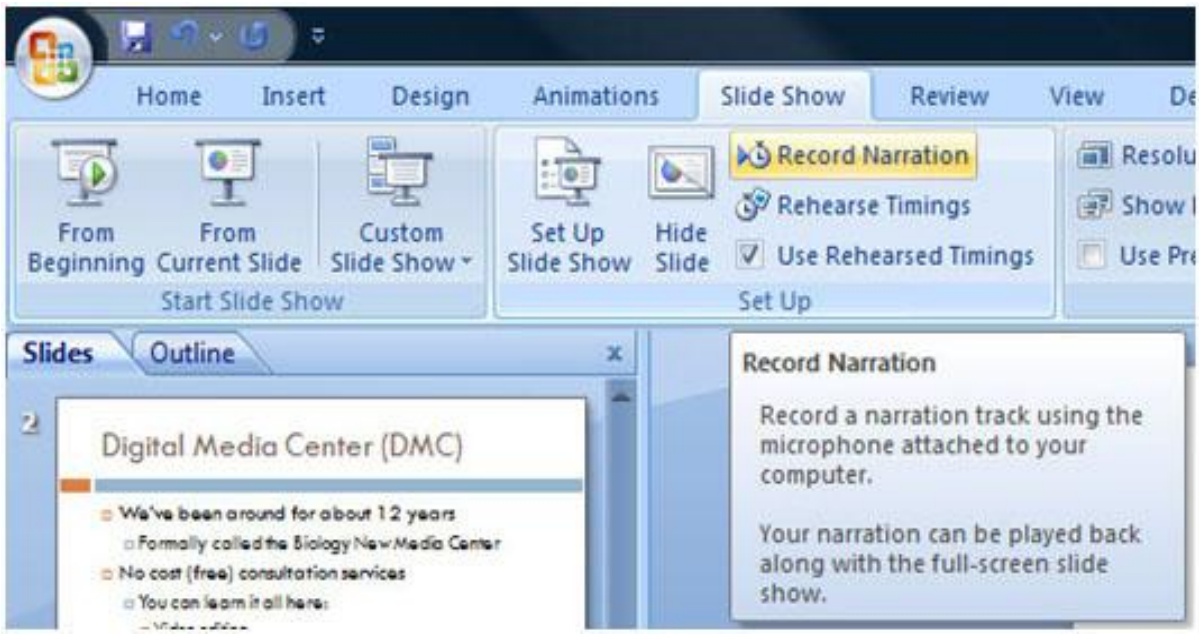
   Yeniden kaydetmeyi durdurmak için ESC tuşuna basın.

   Yeniden kaydetmeye devam etmek için fareyi tıklatarak bir sonraki slayta geçin ve bu slaytın konuşmasını okuyup, bir sonraki slaytı tıklatarak yeniden kaydetme işlemine devam edin. Yeniden kaydetme işlemine, tüm slaytlara göz gezdirmeden son vermek için ESC tuşuna basın. Tüm slaytlara yeniden kayıt yapmak isterseniz, siyah renkli çıkış ekranına gelene kadar tıklatmaya devam edin.
6. Konuşma kaydedilir ve aynı zamanda slaytların da zamanlamalarını kaydetmek isteyip istemediğinizi soran bir ileti görüntülenir. Aşağıdakilerden birini yapın:

   Zamanlamaları kaydetmek için Kaydet'i tıklatın.

   Zamanlamaları iptal etmek için Kaydetme'yi tıklatın.


Sunu1 - Microsoft PowerPoint
Giriş
Ekle
Tasarım
Animasyonlar
Slayt Gösterisi
Gözden Geçir
Görünüm
Baştan
Geçerli Slayttan
Özel Slayt Gösterisi
Slayt Gösterisini Başlat
Slayt Gösterisi Ayarla
Slayt Gizle
Konuşma Kaydet
Zamanlama Provası
Prova Zamanlamalarını Kullan
Ayarla
Çözünürlük:
Geçerli Çözünürlüğü K...
Sununun Gösterileceği Monitör:
Sunucu Görünümünü Göster
Monitörler
Konuşma Kaydet
Bilgisayarınıza bağlı mikrofonu kullanarak anlatım parçası kaydedebilirsiniz.
Anlatımınız tam ekran slayt gösterisiyle birlikte kayıttan çalınabilir.
Başlık eklemek için tıklatın
Alt başlık eklemek için tıklatın
Not eklemek için tıklatın
Slayt 1 / 1
"Ofis Teması"
Türkçe
%82
Başlat
How To take a Scree...
Belge1 - Microsoft Word
Microsoft PowerPoint ...
TR
21:47


Home
Insert
Design
Animations
Slide Show
Review
View
From Beginning
From Current Slide
Custom Slide Show
Start Slide Show
Set Up Slide Show
Hide Slide
Record Narration
Rehearse Timings
Use Rehearsed Timings
Set Up
Slides
Outline
Digital Media Center (DMC)
We've been around for about 12 years
Formally called the Biology New Media Center
No cost (free) consultation services
You can learn it all here:
Record Narration
Record a narration track using the microphone attached to your computer.
Your narration can be played back along with the full-screen slide show.

APPENDIX C: End of study parent questionnaire (English and Turkish)

IDF Bilkent Primary School
Grade 3
Parent Questionnaire

Student Name: _____ Class:3C Date: June 2014

Dear Parent,
Over this semester we have been working on speaking skills through digitalized activities (English speaking flash disks). The purpose of this questionnaire is to gain your valuable perspective in order to evaluate this project. Please complete and return by Friday 13th June 2014. I will be returning your child's flash disk with feedback and your child can continue repeating the PowerPoints to practise English over the summer. Thank you for your support and have a great summer holiday.
Rosie Stott Alpaslan
Grade three, English Teacher

1. How much **English support** did you give your child during the speaking activities?

Ppt - Awesome Animals	0-5❑	5-15❑	15-30❑ 30+❑
Ppt - Sunny Days	0-5❑	5-15❑	15-30❑ 30+❑
Ppt – My Five Senses	0-5❑	5-15❑	15-30❑ 30+❑
Ppt – Fabulous Foods	0-5❑	5-15❑	15-30❑ 30+❑

2. How much **technical support** did you give your child during the speaking assignments?

Ppt - Awesome Animals	0-5❑	5-15❑	15-30❑ 30+❑
Ppt - Sunny Days	0-5❑	5-15❑	15-30❑ 30+❑
Ppt – My Five Senses	0-5❑	5-15❑	15-30❑ 30+❑
Ppt – Fabulous Foods	0-5❑	5-15❑	15-30❑ 30+❑

3. This project supported development of my child's: please tick

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Interest in English					
Confidence level					
Pronunciation					
Vocabulary knowledge					
Grammar structure					
Fluency					

Any other areas:_____

4. Do you have any evidence to show that it supported these areas in your child's development? Please provide.

_____

_____

_____

5. During the period in which your child was doing these homework tasks, did you find that you (or your spouse or any siblings) used more English words or phrases with your child?

Yes, quite a few	Yes, one or two	Undecided	None

6. Any recommendations or suggestions to improve this speaking project further?

_____
_____
_____

IDF Bilkent Primary School
Grade 3

Student Name: _____ Class:3C Date: June 2014

Veli Anketi

Değerli Velimiz,

Bu dönem boyunca çocuklarınızla dijital ortamda harici bellekler aracılığıyla konuşma çalışmaları yaptık. Bu anketin amacı sizin de bu proje hakkında değerli görüşlerinizi almak. Bu anketi lütfen doldurarak 13 Haziran 2014 Cuma gününe kadar bizlere ulaştırınız. Çocuğunuzun harici belleğini geri bildirimle sizlere ulaştıracağız ve çocuğunuz yaz tatili boyunca İngilizce'yi pekiştirme fırsatı bulacaktır. Desteğiniz için çok teşekkürler ve iyi bir yaz tatili dileriz.

Rosie Stott Alpaslan
3. Sınıf İngilizce Öğretmeni

1. Konuşma çalışmaları sırasında çocuğunuza ne kadar (kaç dakika) yardımcı oldunuz?

Ppt - Awesome Animals	0-5❑	5-15❑	15-30❑	30+❑
Ppt - Sunny Days	0-5❑	5-15❑	15-30❑	30+❑
Ppt – My Five Senses	0-5❑	5-15❑	15-30❑	30+❑
Ppt – Fabulous Foods	0-5❑	5-15❑	15-30❑	30+❑

2. Konuşma çalışmaları için çocuğunuza ne kadar (kaç dakika) teknik destek verdiniz?

Ppt - Awesome Animals	0-5❑	5-15❑	15-30❑	30+❑
Ppt - Sunny Days	0-5❑	5-15❑	15-30❑	30+❑
Ppt – My Five Senses	0-5❑	5-15❑	15-30❑	30+❑
Ppt – Fabulous Foods	0-5❑	5-15❑	15-30❑	30+❑

3. Bu proje çocuğumun gelişimini destekledi: lütfen aşağıdaki seçeneklerden seçiniz.

	Tamamen katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
İngilizceye olan ilgi					
İngilizceyi kullanma konusundaki özgüveni					
Telaffuz					
Kelime bilgisi					
Dilbilgisi					
Akıcılık					

Diğer:_____

4. Çocuğunuzda geliştirdiğini düşündüğünüz yönleriyle ilgili kanıtınız var mı? lütfen gözlemlediğiniz şeyleri yazınız.

_____
_____

5. Çocuğunuz bu projeyi yaparken siz, eşiniz veya diğer çocuklarınız daha fazla İngilizce kelime veya cümle kullandı mı? Bu çalışmanın sizlerin İngilizce kullanımına ne kadar etki ettiği hakkında düşüncelerinizi aşağıdaki seçenekleri kullanarak belirtiniz.

Evet birkaç tan	**Evet bir veya ik tane**	**Kararsızım**	**Hiç**

6. Gelecekteki konuşma projeleri için önerilerinizi lütfen aşağıda belirtiniz. Teşekkürler.

_____
_____

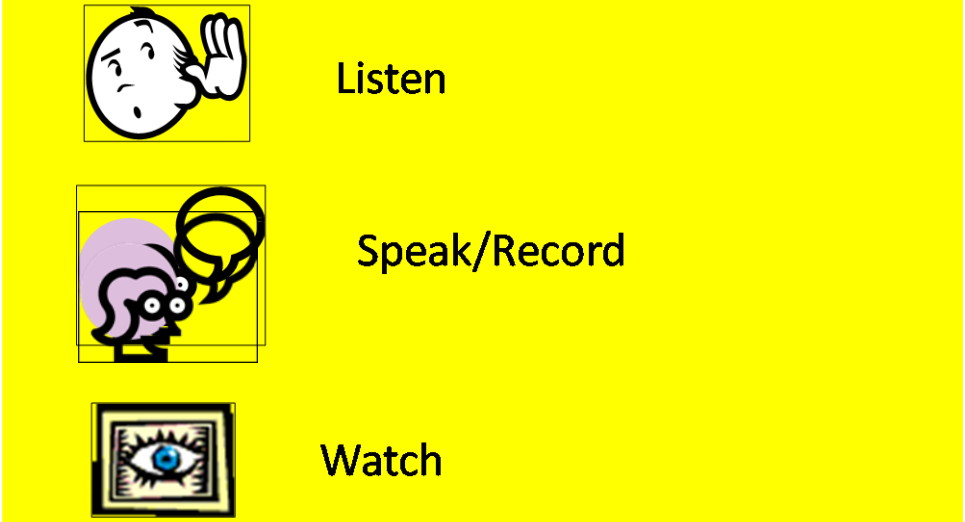
APPENDIX D: Teacher feedback form

Trial Digitalized Speaking Activity Feedback

	Feedback		
Visuals/icons/pictures			
User friendly			
Colours			
Length			
Difficulty			
Progression			
Opportunity to speak (if more is needed plea write your suggestions)	Needs more	Enough	Opportunity to speak plenty
Any other comments			

APPENDIX E: Sample of digital learning activities

Slide one: The first slide shows students the icons that will be seen throughout the activity and what to do for each icon.



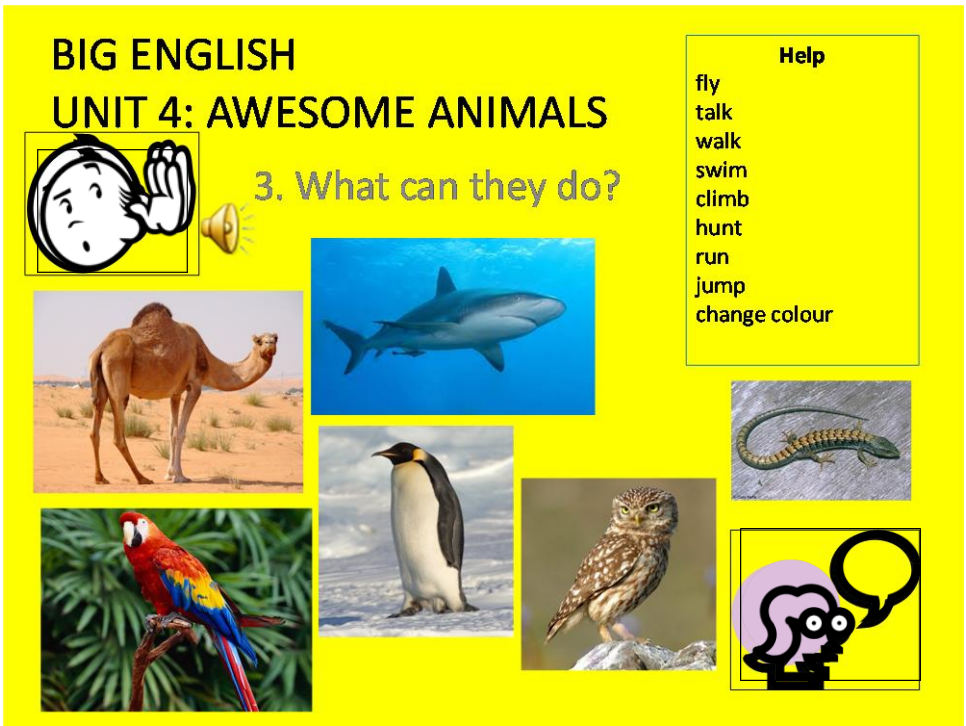
Slide two: The title page introduces the focus of the activities. It is personalised for the child with his/her name written in an attempt to make the child feel secure and special and encourage more interaction. This slide gives some key words so about the unit. It also has picture about the unit to spark schemata. Depending of the teacher workload, perhaps teachers could personalise the first slide more to the students favourite colours and objects to make them feel even more secure.

Slide three: This slide shows a hello video message from the teacher. This gives the student the context in which to speak and makes a more natural conversation. It also makes the student feel secure as they can see their teacher and their classroom with our class mascot in the background and provides a comfortable environment for them in which to communicate. 'Hello, How are you? Today we are going to talk about animals. Have fun! Goodbye'

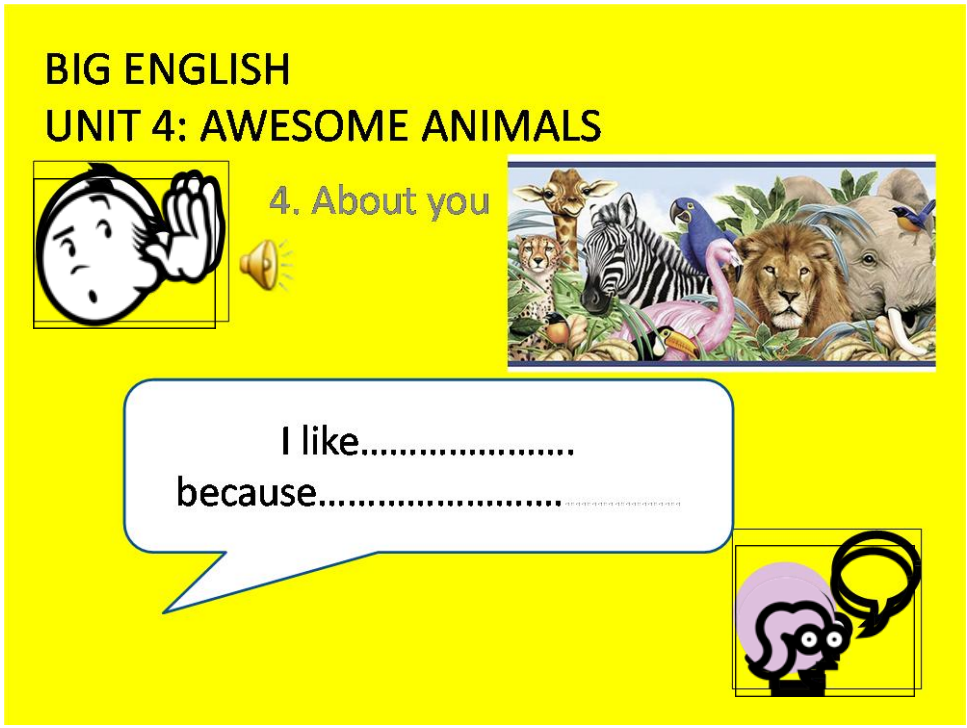
Slide four: The first recorded response form the teacher ' What animals can you see? I can see a camel. Look at the pictures and tell me what animals you can see'. Students record their answers and have the opportunity to ask their parents for help, research the answers and rerecord if they please. The first question is easier and then questions become more challenging.

Slide five: ‘ Where do they live? For example: A camel lives in the desert. Look at the pictures and talk about where the animals live’ student records their answers.

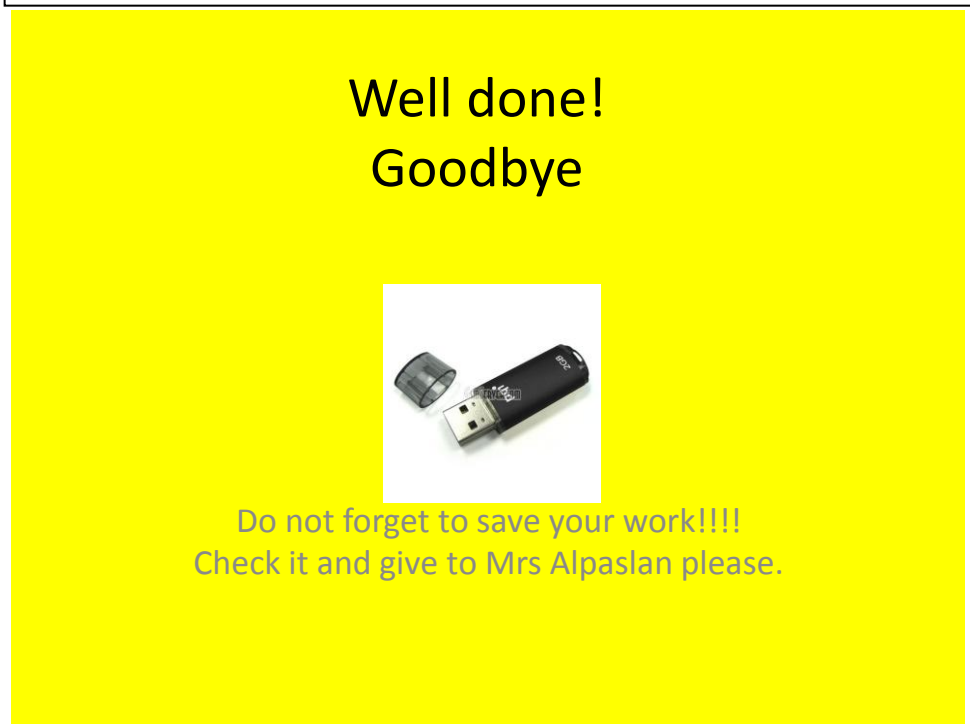
Slide six: ‘ What can they do? A camel can run fast but it can’t fly. Talk about what the animals can and cannot do, use the box to help you’ students record their answers. This



Slide seven: now the students have the opportunity to talk about themselves. ‘ What animals do you like? I like dolphins because they are smart and can swim well. Tell me



Slide eight: The last slide reminds students to save their work and check it. If they like they can do the speaking activity again. It also reminds students to give their



APPENDIX F: Willingness to communicate rubric

	3	2	1	0
Communication Discourse and linguisti competence (Layer five Communicative competence, box 10)	All answers can be understood by the listener without any problems.	The listener has problems understanding a few words (1-3).	The listener has problems understanding more than 5 words.	The listener has problems understanding 5 or more words.
Extension (Layer five Communicative competence, box 10 And self confidence layer 4, box 7)	The student provides more tha what is minimally required as a answer to this question. (e.g. th student provides a full sentenc as an answer or provides additional details in his/her answer)	The student answers by just using a phrase or a short answer rather than a full sentence.	The student answers questions using isolated words.	No response to any or all questions or activities
Response (layer two: willingness to communicate , box 2)	The student responds without appearing to hesitate or search for words.	The student responds after some hesitation or hesitates for a short time while responding. The student ma stop and start. This doesn't affect smooth communication.	The student hesitates whi responding and/or stops and starts. This interrupts smooth communication.	No response to any or all questions or activities

Adapted from: Heuristic Model of Variables Influencing WTC (MacIntyre et al, 199 p.547).

APPENDIX G: Student feedback form

(this is attached as a word document to the student's flashdisk)

Student feedback

Well done on completing your speaking homework.

Here are some comments from your teacher.

UNIT	TEACHER COMMENTS
AWESOME ANIMALS	
SUNNY DAYS	
THE FIVE SENSES	
FABULOUS FOOD	

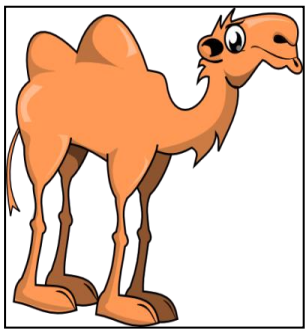
APPENDIX H: Worksheet homework example

İDF Bilkent Primary School _____ Grade 3 Weekend Homework

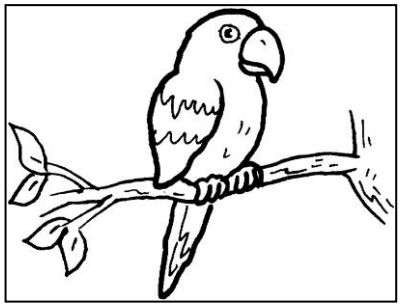
Name: _____ Class: _____ Date: Friday 7th March 2014

Big English Unit 4: Awesome Animals

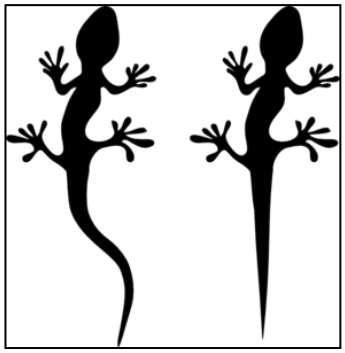
A. Write the names of the animals.



1.……

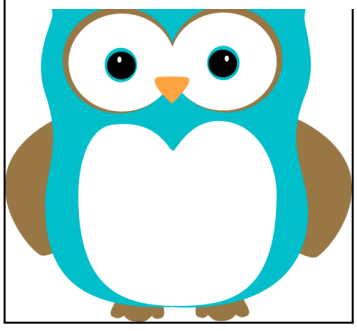


2. ……

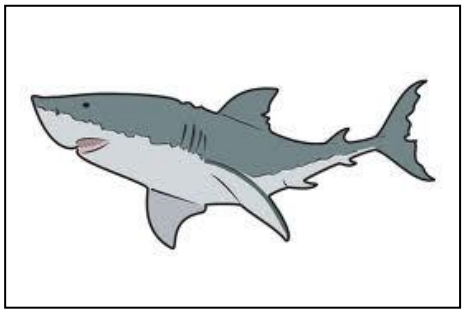


3. ……

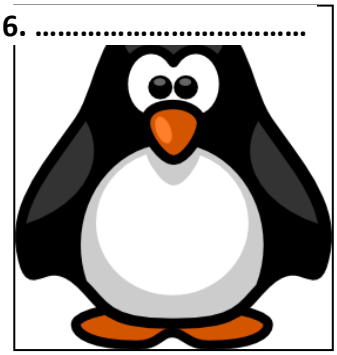
4. ……



5. ……



6. ……



B. Where do the animals live?

1. Owls, deer and bears live in the ……

2. Polar bears and penguins live in the ……

3. Camels, lizards and snakes live in the ……

desert
ocean
rainforest
forest
ice and snow

4. Sharks, dolphins and fish live in the …….

5. Parrots live in the ……..

C. What can they do? Write what they can and can't do.

Example: What can a snake do? ***A snake can crawl. A snake can't talk.***

1. What can a camel do?

   ……

2. What can a penguin do?

   ……

3. What can a shark do?

   .....

4. What can an owl do?

   ……

5. What can a lizard do?

   .....

D. About you. What animals do you like? Why?

Draw a picture in the box.

Example: ***I like dolphins because they are cute and***

smart.**……**

..

Adapted from: Herrera, M. & Sol Cruz, C. (2012) *Big English 3: Awesome Animals.* Pearson Education.

APPENDIX I: Score chart for students

Student	4	3	2	1	0	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						

APPENDIX J: Pre-speaking assessment framework

Pre-Speaking Assessment

Teacher	Back up questions	Expected answers
Warm up 1. Hi …… How are you? 2. How old are you? 3. What day is it today? 4. How is the weather?	 2. Are you eight? Nine? 3. Is it Monday? 4. Is it Sunny?	 I am fine thank you, and you? I am ……. Years old? It is …….. It is ……
Picture Look at the Picture……..It is Saturday, people are in the park. 5. Where are the apartments? 6. How is the weather? 7. Where is the family? 8. What is the family doing? 9. What are they eating?	 5. Are they here? 6. Is it rainy? 7. Are the family next to the trees? 8. Are they swimming? 9. Are they eating pizza?	 5. *Student points*/They are behind the trees. 6. It is sunny. 7. *Student points*/They are on the grass/They are in the park 8. They are having a picnic/They are eating.

		9. They are eating sandwiches, chips, watermelon.
About you 10. What food you do like? 11. What do you on Saturdays?	10. Do you like burgers? 11. Do you go to your grandma's house?	10. I like…….. 11. I ……..

Assessor notes:
Each assessment should last between 2-3 minutes.
The framework should be followed strictly, no additional questions can be asked.
If a student fails to respond the question can be repeated slower or backup questions can be asked. If the student still fails to respond the assessor should say 'thank you' and move onto the question section.
The child's name should be used throughout the assessment.
Praise words can be given after each answer whether right or wrong, good, thank you and well done.

APPENDIX K: Picture for pre-speaking assessment

Mario Herrera and Christopher Sol Cruz (2012) *Big English 3.* Pearson Education. Page 138.

APPENDIX L: Speaking assessment rubric

	Level 4	Level 3	Level 2	Level 1	Level 0
	Student uses **more than the required use** of target structures and patterns, relatively **error free** -word order, verb tense, and word endings that **may** confuse meaning and comprehension	Student uses the **required** target structures and patterns, relatively error free -word order, verb tenses, and work endings that **sometimes** confuse meaning an comprehension	Student uses **required** target structures and patterns, with **occasional errors** in word order, verb tenses, and word endings that **sometimes** confuse meaning and comprehension	Student **attempts** to use the target structures and patterns, with **frequent errors** in word order, verb tense , and word endings that confuse meaning and comprehension	Student **cannot recognize** or produce target structures and patterns
Example Teacher: 'What did yo do yesterday?'	Student 'I went to my grandma's, I ate spaghetti. After that, we watched TV. It was great.'	Student 'I went to my grandma's. I ate spaghetti'.	Student 'I went to grandma. I eat spaghetti'.	Student 'Grandma went. Eat spaghetti.'	Student speaks Turkish or uses isolated English words

Adapted from: Mario Herrera and Christopher Sol Cruz (2012) Big English 3 Assessment package. Pearson Education. Page XX.

APPENDIX M: Post-speaking assessment framework

Stage and teacher notes	Teacher questions	Backup questions	Expected response
<u>Warm up</u>	1.Hi..... how are you? 2.How old are you? 3.What day is it today? 4.How is the weather?	1. Are you good today? 2. Are you eight years old? 3. Is it Monday? 4. Is it sunny and hot today?	1. I am fine thank you and you? 2. I am ... years old. 3. It is ..... 4. It is ..... and .....
Big English student book page 140-The odd one out - Teacher accepts any acceptable answer	There are four pictures. Which one is different. F example: a doctor, a chef and a waiter are jobs, basketball is a sport. 5.Which one is different? Why?	5. What are these? These are ..... This is	5.This is..... This is..... this is..... but this i .....
Big English Student book page 141- Tell the story	6.These pictures tell a story, it's title is 'A Nice Surprise'. . This is dough, this is an oven. The boy and the girl are in the kitchen with their dad. They are making pizza Now you tell the story.	Box 2: What are they doing? Box 3: What is da doing?	Box 2: The boy is making pizza. The gi is cutting green peppers.

		Box 4: Who is this Is she happy? What are the children saying?	Box 3: Dad is putting the pizza in the oven. The children are watching. Box 4: Mum comes home. The children say 'surprise'. Mum is happy because there a pizza for dinner.
<u>About you</u> Choose one question to ask	7.What did you do yesterday? 8. What do you do after school? 9 .Tell me about your favourite animal. 10. Tell me about your favourite food.	7. Did you go to the cinema yesterday? 8. Do you go home? 9. Do you like tigers? Why? Why not? 10. Do you like sandwiches?	7. Yesterday I..... 8. After school I ..... 9. I like..... because..... 10. My favourite food ..... because.....

Assessor notes:

Each assessment should last between 3-4 minutes.

The framework should be followed strictly, no additional questions can be asked.

If a student fails to respond the question can be repeated slower or backup questions can be asked. If the student still fails to respond the assessor should say 'thank you' and move onto the question section.

The child's name should be used throughout the assessment.

Praise words can be given after each answer whether right or wrong, good, thank you and well done.

APPENDIX N: Picture for post-speaking assessment

Mario Herrera & Christopher Sol Cruz (2012) *Big English 3.* Pearson Education. Page 140.